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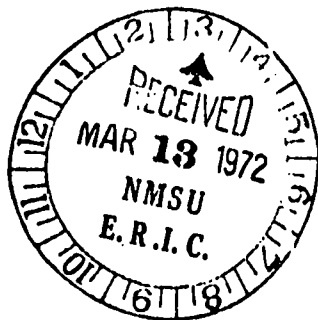
ABSTRACT

A 20-week experimental study investigated effects of 2 group counseling techniques as aids in improvement of academic achievement and self-concept of 144 Mexican American pupils from the 4th, 5th, and 6th grades of 2 elementary schools. Also used in the study were results of a pilot project conducted with Mexican American pupils to compare the Semantic Differential Technique and the Self-Esteem Inventory in measurement of self-concept. Two dependent variables were studied: (1) total academic achievement on the Comprehensive Test of Basic Skills and subtest scores in reading, language, and arithmetic and (2) total self-concept measured by the Semantic Differential Technique and the feelings toward nationality subtest. Independent variables were (1) comparison of the Bicultural Group Counseling Treatment, designed to develop pupil pride in ethnic background, and the Traditional Group Counseling Treatment, which placed emphasis on school adjustment and improvement in academic achievement; (2) treatment effects on the school attended; (3) male and female effects produced by treatments; and (4) comparison of treatment effects on foreign-born and native-born pupils. This latter comparison was possible in only 1 school because of its almost equal proportion of foreign- and native-born students. Pre- and post-test scores were analyzed using analysis of covariance. Findings indicated that none of the variances for the treatments variable proved significant although significant interactions were found in several control variables. The pilot study reported a fairly positive correlation between the Semantic Differential Technique and the Self-Esteem Inventory for measurement of self-concept. (Author/NQ)

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THE EFFECTS OF TWO TYPES OF GROUP COUNSELING
UPON THE ACADEMIC ACHIEVEMENT AND SELF-CONCEPT
OF MEXICAN-AMERICAN PUPILS IN
THE ELEMENTARY SCHOOL



A DISSERTATION
PRESENTED TO
THE FACULTY OF THE GRADUATE SCHOOL
UNIVERSITY OF THE PACIFIC
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
DOCTOR OF EDUCATION

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By
Paul F. Leo
January, 1972

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DEDICATION

The writer dedicates this dissertation
to his wife Kathleen Leo and son Jeffrey.
Their faith and encouragement made it
possible for me to complete this study.

This dissertation, written and submitted by

_____.

is approved for recommendation to the
Graduate Council, University of the Pacific

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Dated _____

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ABSTRACT

THE EFFECTS OF TWO TYPES OF GROUP COUNSELING UPON THE ACADEMIC ACHIEVEMENT AND SELF-CONCEPT OF MEXICAN-AMERICAN PUPILS IN THE ELEMENTARY SCHOOL

The purpose of this experimental study was to investigate the effects of two different group counseling techniques as aids in the improvement of academic achievement and self-concept of elementary school Mexican-American pupils. Also included in the study were the results of a pilot study conducted with Mexican-American pupils to compare the Semantic Differential Technique and the Self-Esteem Inventory in the measurement of self-concept.

One hundred and forty-four pupils from the fourth, fifth and sixth grades of two selected elementary schools (School "A" in Stockton and School "B" in Redwood City, California) comprised the sample for the study. The study was conducted over a period of twenty weeks.

Two dependent variables were studied: (1) total academic achievement in the Comprehensive Test of Basic Skills (CTBS) and subtest scores in reading, language and arithmetic, and (2) total self-concept measured by the Semantic Differential Technique and the feelings toward nationality subtest.

The independent variables were: (1) a comparison of Bicultural Group Counseling Treatment designed to develop pupil pride in ethnic background and Traditional Group Counseling Treatment commonly practiced in many schools with emphasis on school adjustment and improvement in academic achievement, (2) treatment effects on the school attended, (3) male and female effects produced by the treatments and (4) a comparison of the treatment effects on the foreign-born and native-born pupils. This comparison was only possible in School "B" because of its almost equal proportion of foreign-born and native-born students.

The data collected consisted of pre-test and posttest scores in academic achievement and self-concept. The data were analyzed by various $2 \times 3 \times 2$ factorial designs of three-way analyses of covariance for the dependent variables of academic achievement and self-concept with the independent variables of: treatments, schools and sex. Data for the dependent variables of academic achievement

and self-concept with the independent variable of birthplace were analyzed by various 2X3 factorial designs utilizing two-way analyses of covariance.

The findings indicated that none of the variances for the treatments variable proved to be significant in this study. Significant interactions were found in several control variables. These were (1) females were significantly better in language than males; (2) School "B" subjects demonstrated greater improvement in self-concept than did School "A" pupils, and (3) foreign-born students achieved significantly greater improvement in (CTBS) arithmetic subtest in comparison to native-born subjects. The pilot study reported a fairly positive correlation between Semantic Differential Technique and the Self-Esteem Inventory for the measurement of self-concept.

Conclusions drawn as a result of this study indicate that the results must be considered with caution because of the following weaknesses: (1) the weekly group counseling sessions with the treatment groups may not have been frequent enough to bring about change; (2) the twenty-week duration period of the treatments may not have been a long enough period of time in which authoritative evaluations could be made; and (3) the treatment conducted in this study was not an integral part of the school curriculum. These weaknesses appear to be common with most bicultural studies programs found in many schools. The following implications and considerations which could strengthen bicultural programs arise as a result of the study. These are: (1) Bicultural studies must be carefully developed with innovative practices and frequent sessions should be conducted during the week; (2) the programs should involve the total school curriculum of the students in order to affect self-concept and academic achievement. Non-Mexican-American peers, teachers, administrators and the community must all be involved in the program in order to affect self-concept and achievement; and (3) school districts should recruit and maintain well qualified minority teachers and administrators with whom minority pupils can identify.

TABLE OF CONTENTS

CHAPTER	PAGE
1. THE PROBLEM AND DEFINITIONS OF TERMS.....	1
Introduction.....	1
The Problem.....	3
Statement of the Problem.....	3
Significance of the Study.....	4
Purposes of the Study.....	4
Assumptions and Limitations.....	5
Assumptions.....	5
Limitations.....	6
Definition of Terms.....	6
Summary.....	8
II. REVIEW OF LITERATURE RELATED TO THIS STUDY.....	9
Mexican-Americans.....	9
Historical Background.....	9
Summary.....	14
Cultural Background.....	15
Summary.....	19
Educational Background.....	20
Summary.....	28
Group Counseling.....	29
Group Counseling Research in Elementary and Secondary Schools.....	31
Group Counseling Research with Ethnic Minorities.....	33
Summary.....	36
Self-Concept.....	36
Self-Concept's Influence on Academic Achievement.....	37
The Effect of Intellectual Ability on the Self-Concept of Ethnic Groups.....	39
Significant Others.....	42
Sex Differences in the Self-Concept of Minority Group Pupils.....	43
Summary.....	44
Summary and Conclusions from the Review of the Literature.....	44

(Table of Contents)

CHAPTER	PAGE
III. THE DESIGN AND PROCEDURE OF THE STUDY.....	46
Research Design and Instruments.....	46
Selection of Self-Concept Instruments.....	49
Selection of a Standardized Achievement Test.....	53
Procedures of the Study.....	55
Description of Research Groups in Both Schools.....	57
Statistical Procedures and Hypotheses.....	58
Hypotheses of the Study.....	59
Summary.....	60
IV. PRESENTATION OF THE COLLECTED DATA AS REVEALED BY THE INVESTIGATION.....	61
Three-Way Analyses of Covariance Presen- tations.....	63
Two-Way Analyses of Covariance Presenta- tions.....	74
Summary.....	80
V. CONCLUSIONS, RECOMMENDATIONS AND SUMMARY.....	82
Conclusions Drawn From the Investigation.....	82
Conclusions From Three-Way Analyses of Covariance Research.....	82
Conclusions From Two-Way Analyses of Covariance Research.....	86
Recommendations For Further Study.....	86
Summary.....	88
APPENDIX A.....	90
APPENDIX B.....	98
APPENDIX C.....	106
APPENDIX D.....	109
BIBLIOGRAPHY.....	125

LIST OF TABLES

TABLE	PAGE
I. Three-Way Analysis of Covariance Design.....	47
II. Two-Way Analysis of Covariance Design.....	48
III. Pearson r Correlations (SEI) and Semantic Differential (Total).....	52
IV. Pearson r Correlations (SEI) and Semantic Differential (Most Teachers).....	52
V. Pearson r Correlations (SEI) and Semantic Differential (School).....	53
VI. Pearson r Correlations (SEI) and Semantic Differential (Myself).....	53
VII. Pearson r Correlations (SEI) and Semantic Differential (Nationality).....	53
VIII. Analysis of Covariance For Change In (CTBS) Achievement Test Scores..(Total).....	66
IX. Analysis of Covariance For Change In (CTBS) Reading Subtest.....	67
X. Analysis of Covariance For Change In (CTBS) Language Subtest.....	68
XI. Analysis of Covariance For Change In (CTBS) Arithmetic Subtest.....	69
XII. Mean Change of Scores In The (CTBS) Language Subtest By Sex.....	70
XIII. Analysis of Covariance For Change in Self-Concept...	71
XIV. Analysis of Covariance For Change In Self-Concept of Feelings Toward Nationality Subtest.....	72
XV. Mean Change of Self-Concept By School.....	73
XVI. Mean Change in Self-Concept of Feelings Toward Nationality Subtest.....	73

TABLE	PAGE
XVII. Analysis of Covariance For Change In (CTBS) Total By Foreign-Born and Native-Born.....	75
XVIII. Analysis of Covariance For Change In (CTBS) Reading Subtest By Foreign-Born and Native- Born.....	76
XIX. Analysis of Covariance For Change In (CTBS) Language Subtest By Foreign-Born and Native- Born.....	76
XX. Analysis of Covariance For Change In (CTBS) Arithmetic Subtest By Foreign-Born and Native-Born.....	77
XXI. Mean Change in (CTBS) Arithmetic Subtest By Birthplace.....	77
XXII. Analysis of Covariance For Change in Self- Concept By Foreign-Born and Native-Born.....	78
XXIII. Analysis Of Covariance For Change In Self- Concept of Feelings Toward Nationality Subtest by Foreign-Born and Native-Born.....	79
XIV -- LI Tables For Mean Change In Scores of the Non-Significant Findings in This Study.....	Appendix D 109 - 124

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS

I. INTRODUCTION

"We're the best kept secret in America," was the response a Spanish-speaking housewife gave to a Newsweek¹ reporter interviewing her concerning the problems of Spanish-speaking people. McWilliams² reports that various Mexican-American leaders including Dr. George Sanchez, educator, and Edward Roybal, California congressman, have very similar feelings. Both feel that other Americans in the United States have little knowledge concerning Mexican-Americans and their problems. Sanchez is reported to have stated that Mexican-Americans are like an orphan group, the least known and sponsored and the least vocal large minority in the United States.³ Roybal declared that the Mexican-American of the Southwest is hardly known on the East Coast and not much better understood in the Southwest itself.⁴

This lack of knowledge concerning the Mexican-American appears to be no longer true, especially in the area of education. Current literature reports that there has been an increase in federal, state and local educational assistance programs for Mexican-American pupils.⁵ These programs indicate a growing awareness on the necessity of improving education for these students.

¹ "U.S. Latins on the March," Newsweek National Affairs Section, Volume 67, May 23, 1967.

² Carey McWilliams, Mexicans In America. (New York: Columbia University, 1968).

³ Ibid.

⁴ Ibid.

⁵ Thomas P. Carter, Mexican Americans In School: A History of Educational Neglect. (New York: College Entrance Board, 1970).

Mexican-American students in general have been found to have a lower scholastic achievement and self-concept than do other white pupils, according to Coleman,⁶ Carter,⁷ and Hishiki.⁸ Justin,⁹ Bernal,¹⁰ and Erickson,¹¹ report that the Mexican-American is one of the least educated citizen in the United States. Bernal¹² found the average Mexican-American of the Southwest drops out by the seventh grade. In California, 73.5% drop out before graduation and in Texas the figure is 80%. A San Francisco Sunday Examiner and Chronicle¹³ article reported that the median educational attainment for Mexican-Americans is 6.2 grades, for other whites 10.7 and for Blacks 8.7 grades.

Various authorities, including Ulibarri,¹⁴ Caskey,¹⁵ and Ramirez,¹⁶ report that group counseling programs are needed for Mexican-American pupils in order to communicate to them the importance of obtaining an

⁶James Coleman, Equality of Educational Opportunity, (Washington: Office of Education Publication 38000, 1967).

⁷Carter, op. cit.

⁸Patricia Hishiki, "The Self-Concepts of Sixth Grade Girls of Mexican-American Descent," California Journal of Educational Research, 20; 56-61, March, 1969.

⁹Neal Justin, "Culture Conflict and Mexican-American Achievement," School and Society, 98; 27-28, January, 1970.

¹⁰Joe Bernal, "I Am Mexican-American," Today's Education, 58:51-52, May, 1969.

¹¹Charles A. Erickson, "Uprising In the Barrios," American Education, 4:29-31, November, 1968.

¹²Bernal, op. cit.

¹³News item in The San Francisco Sunday Examiner and Chronicle, September 13, 1970.

¹⁴Horacio Ulibarri, "Educational Needs of the Mexican-American," National Conference on Educational Opportunities for Mexican-Americans, April 25, 1968.

¹⁵Owen Caskey, "Guidance Needs of Mexican-Americans," Proceedings of the Invitational Conferences, Lubbock, Texas, 1967.

¹⁶Manuel Ramirez, III, "Identity Crisis In The Barrios," Music Educators Journal, 56:69-70, May, 1970.

education. Ulibarri¹⁷ further reports that counseling programs for the Mexican-Americans should attempt to enhance their self-concept, which could lead to improved academic achievement. Bancroft¹⁸ adds:

Disadvantaged youngsters have been the concern of many local, state and national programs developed in the last few years. Many of these have gained impetus through the availability of federal monies. The greater emphasis on more adequate guidance and counseling services in these programs seems quite appropriate to those who have primary responsibility for planning and implementing such services. The task remains, however, of determining effective ways in which counselors can work with disadvantaged youngsters.

In the preceding introductory comments and quotations, the researcher has indicated that: (1) Mexican-American pupils in general have been found to have lower academic achievement and self-concept in comparison to other white pupils and (2) there is a need for guidance programs that will aid the Mexican-American students to improve their self-concept and academic achievement. Research evidence is needed to determine the effects various types of group counseling may have upon the self-concept and academic achievement of Mexican-American pupils.

II. THE PROBLEM

Statement of the Problem

The purpose of this study was to consider the effects of two different group counseling techniques as aids in the improvement of self-concept and academic achievement of Mexican-American pupils in elementary school. The data were considered in the following four areas: (1) a comparison of the effects of Group Counseling Approach Number One (Bicultural Counseling) designed to develop pupil pride of their ethnic background and Group Counseling Approach Number Two (Traditional Counseling) commonly practiced in most schools with

¹⁷Ulibarri, op. cit.

¹⁸John Bancroft, "Counseling The Disadvantaged," The School Counselor, 14:149-157, January, 1967.

emphasis on school adjustment and improvement in scholastic achievement, (2) the effects of the above treatments upon pupils attending two different elementary schools (3) treatment effects on the sex of the students and (4) the effects on foreign-born and native-born students.

Significance of the Study

This study was felt to be one of importance for the following reasons:

1. It may add knowledge toward the solution of Mexican-American educational problems of having lower academic achievement and self-concept in comparison to other white pupils.
2. This appeared to be a timely study due to the increased concern displayed by educators in attempting to make education more relevant for Mexican-American pupils.
3. The literature reviewed indicated that there was little, if any, research concerning the group counseling of Mexican-American pupils in elementary school.
4. The research findings of this study may add pertinent information concerning Mexican-American students' self-concept and academic achievement due to differences of sex, place of birth or attendance in different elementary schools.
5. This study may be of help to school districts having Mexican-American pupils in determining the types of counseling and educational techniques that could be most beneficial in the enhancement of their self-concept and academic achievement.

III. PURPOSES OF THE STUDY

It was the purpose of this study to investigate the effectiveness of certain counseling techniques as aids in the improvement of the self-concept and academic achievement of Mexican-American pupils attending two different elementary schools. Empirical data relative to the self-concept as measured by the Semantic Differential and its subtest dealing with feelings toward nationality, Comprehensive Tests

of Basic Skills total scores and scores of the subtests in Reading, Language and Arithmetic were collected for a pretest - posttest research design. These data from the two schools (School "A" and School "B") were tested for correlations with the two types of group counseling approaches and other variables listed to determine if significant relationships existed.

The researcher was concerned specifically with: (1) determining which type of group counseling method, if any, would significantly improve the self-concept and academic achievement, (2) the effects of the treatments upon the pupils attending School "A" as compared to those in School "B," (3) a comparison of male and female effects produced by the treatments and (4) treatment effects on foreign-born and native-born pupils. (This comparison was only possible in School "B" because its population consisted of a fairly equal proportion of foreign-born and native-born Mexican-American students.)

IV. ASSUMPTIONS AND LIMITATIONS

This study was based upon the following assumptions and limitations:

Assumptions

1. That the Mexican-American pupils in the two schools of the study are representative of the general Mexican-American population found in elementary schools of the Southwest.
2. That the Mexican-American students in the study will accept a non Mexican-American counselor and respond to this counseling.
3. That there will be no exceptional students among the population involved in the research.
4. That the instrument devised for measurement of self-concept will accurately measure this component.
5. That the Self-Esteem Inventory will be an adequate instrument for validating the Semantic Differential used for measuring self-concept.

6. That the Comprehensive Test of Basic Skills will accurately measure the reading, language and arithmetic of the Mexican-American pupils.
7. That there be no adverse effects or negative influence on the pupils from publicity concerning the actions and opinions of militant Mexican-American pressure groups.

Limitations

1. Those inherent in the nature of the randomly selected populations of the two schools.
2. Those inherent in applying the findings of this study to similar schools.
3. Those affected by the individual bias of the researcher.
4. Those inherent in the nature and scope of the various instruments used in the measurement of self-concept, academic achievement and validation.
5. Those resulting from teacher bias in the subjective grading and treatment of subjects involved in the experiment.
6. Those inherent in the variables selected by the investigator for the population of this research.
7. Those resulting from peer group actions and comments relative to the special attention given the Mexican-American pupils in the treatment groups.
8. Those inherent in the psychological area of studying self-concept behavior and attempted modification of this behavior.
9. Those resulting from the utilization of one counselor in both schools.

V. DEFINITION OF TERMS

The major terms used throughout the study will have the following definitions:

1. Self-Concept: A composite of numerous self-precepts, it is

a hypothetical construct encompassing all of the values, attitudes and beliefs toward one's self in relation to the environment.¹⁹ In this study, the individual's feelings toward self, ethnic group, most teachers and his school will encompass his self-concept.

2. Mexican-American: The Mexican-American of the Southwest United States is referred to by a number of different names; he is designated as Spanish American, Latin American, Spanish-speaking and so on. This confusion is understandable, since none of the above terms is truly adequate or precise and they all lack authenticity in some degree. The group is not a historically, genetically or culturally homogeneous one. Some writers in recent years have settled on Mexican-American as most closely approximating a suitable term, though it is not acceptable to some sectors of this population group - for example, the Spanish American of northern New Mexico and Southern Colorado. The term "Mexican-American" is most generally accepted and less objectionable.²⁰ For this research project the definition most acceptable was the following from Samora²¹: "Those who have come to the United States from Mexico and their descendante."
3. Group Counseling: Group Counseling consists of whatever activities a counselor undertakes in an effort to help two or more clients engage in certain behaviors that will lead to a resolution of each client's problems.²² It is considered to be professional attempts to help non-psychotic clients to examine and modify this behavior and values through small group interaction. There is no body of theoretically related knowledge on which the practice of group counseling can be solidly grounded.²³
4. Semantic Differential: The semantic differential is a combination of scaling procedure and controlled associations.

¹⁹ John Pietrofesa, "Self-Concept: A Vital Factor in School and Career Development," The Clearing House, 44:37-38, September, 1969.

²⁰ Carter, op. cit.

²¹ Julian Samora, La Raza: Forgotten Americans, (South Bend, Indiana: University of Notre Dame Press, 1966).

²² John D. Krumboltz and Carl E. Thoresen, Behavioral Counseling Cases and Techniques, (New York: Holt, Rinehart and Winston Inc., 1964).

²³ Alan Anderson, "Group Counseling," Review of Educational Research, 39:209, April, 1969.

The subject is provided with a concept to be differentiated and a set of bipolar adjectival scales against which to do it. The subjects task is to indicate for each item (pairing of a concept with a scale) the direction of his association and its intensity on a seven-step scale.²⁴

5. Academic Achievement: Scholastic grade point average and standardized achievement test scores in reading, language and arithmetic.
6. Machismo or Macho: These terms are used by most Mexican-Americans in referring to males. It means being masculine, having strength and courage.²⁵

VI SUMMARY

The first chapter of this report has given an introduction to the dissertation, stated the problem, reported on the significance of the study, explained the rationale for the treatments, outlined the assumptions and limitations upon which the study is based and defined the important terms used in the report.

There will be four additional chapters to complete the remainder of this research study. They will be as follows: (1) Chapter II: Review of the Literature Related to this Study, (2) Chapter III: The Design and Procedure of the Study, (3) Chapter IV: Presentation and Discussion of the Collected Data, and (4) Chapter V: Conclusions Based on the Research Investigation and Recommendations for Further Study.

²⁴Charles Osgood, et al., The Measurement of Meaning, (Urbana, Illinois: University of Illinois Press, 1957).

²⁵Carter, op. cit.

CHAPTER II

REVIEW OF LITERATURE RELATED TO THIS STUDY

The literature relevant to this study was examined in three specific areas: (1) that which related to Mexican-Americans in the United States including historical, cultural and educational background, (2) that dealing with group counseling and (3) the research findings relative to self-concept in the areas of academic achievement, sex differences and ethnic studies. Each of these areas will be reviewed separately.

I. MEXICAN-AMERICANS

There appears to be a paucity of literature available concerning Mexican-Americans, but a growing amount of interest is now being directed toward this area and more writings are becoming available.

Historical Background

Placing the discussion of Mexican-Americans in proper perspective would be this quotation from Dr. Julian Nava.¹

All Americans represent some minority group. Swedes, Germans, Italians, French, Jews, Indians, Poles and many others. In spite of social differences they have formed a strong and united nation. We have been successful in many areas, a few being: space exploration, scientific knowledge and cultural achievement. Since 1787 American institutions have been a model for oppressed people in many parts of the world. It is remarkable that the presence of so many races, religions and beliefs has not torn the nation apart. The United States has many social problems, a good way to solve some of these problems is to gain greater understanding about minority groups, to help all gain a better life in the United States. The United States tradition has been one of building strength out of diversity.

¹Julian Nava, Mexican-Americans, Past, Present and Future, (New York: American Book Co., 1969).

The Spanish-speaking in the United States have moved to the North from Mexico; whether born in Spain or Mexico, the present-day Spanish-speaking people of the Southwest came North to the United States from Mexico.²

Racially speaking, the Mexican-Americans are Caucasian for the most part and are classified as such in the United States Census; nevertheless, they have the racial visibility of a special family of Caucasians.³ Biologically speaking, the Mexican-Americans are of mixed Spanish and Indian ancestry.⁴

The first white explorers of the United States were the Spaniards. Spaniards and Mexicans were the first white settlers of the Southwest.⁵ These people have been settled in the Southwest for more than 350 years;⁶ they were residents of this region before the Anglo-Americans arrived.⁷ The people were by nationality first Spanish (1598-1823), then Mexican (1823-1849) and then American, following the treaty of Guadalupe Hidalgo in 1848.⁸

The Mexican-American population of the United States was very small until the large immigration from Mexico between 1910-1930. Since 1920 there has been a steady yearly immigration from Mexico to the United States and it continues today. Most of these people and their descendants are United States citizens by birth or naturalization.⁹

²Carey McWilliams, North From Mexico-The Spanish-Speaking People of the United States, (New York: Greenwood Press Publishers, 1968).

³Julian Samora, La Raza: Forgotten Americans, (South Bend, Indiana: University of Notre Dame Press, 1966).

⁴Carey McWilliams, Mexicans In America, (New York: Columbia University, Teacher's College Press, 1968).

⁵Daniel Valdes, "The United States Hispano," Special Education, 33:440-42, April, 1969.

⁶Samora, op. cit.

⁷McWilliams, op. cit. North From Mexico.

⁸Samora, op. cit.

⁹Ibid.

The Mexican Revolution of 1910-1920 brought thousands of refugee Mexicans to California. They served as a source of cheap labor and, as a consequence, lived under depressed socio-economic conditions. These people, unlike most immigrant groups, have not had to cross an ocean to get to the United States. They have always been drawn to the borderlands by a feeling of continuity. Culturally and psychologically, Mexicans have never emigrated to the Southwest; they have returned. They therefore differ in the concepts of "acculturation" and "assimilation" from the European, because the European could cut off his European roots. But the Mexicans are at home in the Southwest because it is similar to Mexico both physically and culturally.¹⁰

The Mexican-Americans are the largest ethnic group of the Southwest.¹¹ They are concentrated in California, Texas, New Mexico, Arizona and Colorado, where they make up 12% of the total population.¹² McWilliams,¹³ reports that the Mexican-Americans are the third largest ethnic minority in the United States. He further states that there are approximately six million in the country and their number is increasing rapidly. The census does not usually include the actual total of Mexicans in the United States, for as late as 1954 it was estimated that at least one million Mexicans had entered the country illegally and many were lost in the census count. The growth of Mexican-Americans in California was 87.6% between 1950 and 1960 censuses and this was due mainly to natural increase. This is a young group with a very high birth rate.

The Mexican-American is a highly urbanized group. Over 80% live in urban areas according to the findings of Blatt,¹⁴ Samora,¹⁵

¹⁰McWilliams, op. cit.

¹¹Samora, op. cit.

¹²McWilliams, op. cit. Mexicans In America.

¹³Ibid.

¹⁴Gloria Blatt, "The Mexican-American in Children's Literature," Elementary English, 45:446-51, April, 1969.

¹⁵Samora, op. cit.

and McWilliams.¹⁶ Moore¹⁷ reports that Mexican-Americans are moving into the cities faster than are either the Blacks or Anglos. Approximately 80-90% are native-born and the trend is increasing.

The 1960 census indicated that one out of five Mexican-American families was officially considered to be poor.¹⁸ Nava¹⁹ reports that in 1960 one-third of the Mexican-American families earned less than \$3,000. He also reports that Mexican-American families are usually larger than average and in many cases children have to drop out of school to help support the family. The income of the family has increased as they move into urban areas; however, many families still have a poverty struggle.

Samora²⁰ states that as of 1960 only 4% of the Mexican-Americans were in professional occupations as compared to 8% of the Anglo-Americans. Seventy-five per cent were engaged in labor type of occupations. McWilliams²¹ reports that Mexican-Americans have made some gains in professional occupations, but that progress is still very slow. An example of this: of approximately 25,000 students at the University of California in Berkeley in 1967 only 78 were Mexican-American. During the same year, out of 26,000 enrolled at the University of California in Los Angeles only 70 were Mexican-American. In 1966, there were more Blacks enrolled in state colleges of California than Mexican-Americans, although there were more Mexican-Americans in the state than Blacks.

Samora²² states that World War II was the beginning of the improvement of economic conditions for Mexican-Americans. The federal government began to sponsor programs to improve the bicultural

¹⁶McWilliams, op. cit.

¹⁷Joan Moore, Mexican-Americans: Problems and Prospects, (Madison, Wisconsin: University of Wisconsin, 1966).

¹⁸Samora, op. cit.

¹⁹Nava, op. cit.

²⁰Samora, op. cit.

²¹McWilliams, op. cit. North From Mexico.

²²Samora, op. cit.

situation of the Southwest. Mexico and the United States agreed to regulate the flow of Mexican labor across the border. This move helped to alleviate bicultural problems because the most serious threats to effective programs of acculturation have been the large scale immigrations from Mexico. The Mexican-American began to develop self-consciousness and political awareness following the War and since the beginning of the Negro Civil Rights movements in the 1950's. The 1960 presidential campaign brought about great Mexican-American involvement. Their vote won Texas for John F. Kennedy. McWilliams²³ adds that the grape pickers strike, beginning in September, 1965, in Delano, California, brought much national attention to the Mexican-American plight in the United States. This strike and others by migrant laborers have inspired the Mexican-American to achieve dignity, respect and equality.

Nava²⁴ reports that Mexican-Americans are taking part in elections and many have been appointed to government jobs. Examples are: Vincente Ximenes, a chairman on President Johnson's cabinet committee on Mexican-American affairs, Armando Rodriguez, Coordinator of the Education Program for the Spanish-speaking United States Office of Education, Dr. Hector Garcia, member of the United States delegation to the United Nations, Raul Castro, United States Ambassador to El Salvador. Many have been elected to national political offices, including Senator Joseph Montoya of New Mexico, Representative Henry Gonzalez of Texas, Representative Eligio de la Garza of Texas, and Representative Edward Roybal of California. Though this number is far below the Mexican-American proportion of the population, it appears that progress has been made. Nava²⁵ continues that there is a trend toward increased intermarriage between Mexican-Americans

²³McWilliams, op. cit.

²⁴Nava, op. cit.

²⁵Ibid.

and others.

Many Mexican-Americans are presently trying to define who they are. Divisions among this group are perhaps evidenced in the many names that they use to identify themselves.²⁶ "Chicano," which is increasingly being used to identify Mexican-Americans, was defined by the late Ruben Salazar²⁷ as being one who wants to be a Mexican-American with a non-Anglo image of himself. He resents being told that Columbus discovered America, when his ancestors the Mayas and Incas were here first. He feels his culture predates the Pilgrims. The word "Chicano" is a short term for Mexicano. Chicanos are fighting to become Americans with a Chicano outlook.

Nova reports that Mexican-Americans are at a crossroad; they must decide what they will do with their lives.²⁸ Leaders are arising who appear genuinely interested in helping their people improve their situation.²⁹ Although national recognition of Mexican-American problems is increasing, much more research is needed in the immediate future to provide a basis for helping Mexican-Americans.³⁰

Summary

Some of the literature concerning the Mexican-American ethnic group's historical background in the United States has been reviewed. As a result of this review, the investigator has concluded that there is a scarcity of research available in this area. The historical

²⁶ Nava, op. cit.

²⁷ Ruben Salazar, A Selection of Columns Reprinted From The Los Angeles Times, (Los Angeles, February 6, 1970).

²⁸ Nava, op. cit.

²⁹ Samora, op. cit.

³⁰ Nava, op. cit.

background, past, present and future outlook of Mexican-Americans were discussed by various authorities. The literature indicates that Mexican-Americans are economically and socially worse off than most groups in the United States. They constitute the largest ethnic minority of the Southwest and rank third nationally. National recognition of Mexican-American problems is increasing and many new Mexican-American leaders are arising to help improve the groups situation.

Cultural Background

In the literature relative to the Mexican-American culture, most authorities emphasize the great differences between this culture and the dominant Anglo culture. Many report that the Mexican-American's strong cultural ties have prevented him from becoming better assimilated in the United States.

Zintz³¹ and Schwartz³² report Mexican-American cultural values differ from Anglo culture in the following ways: 1) in the past, little value was placed on education, especially for females, 2) fatalistic feelings that man has little control over his natural or social environment, 3) time is to be enjoyed in the fullest and must not be postponed, 4) present needs usually have priority over future needs - there is little emphasis on delayed gratification, and 5) success is viewed in terms of inter-personal relationships rather than in terms of material acquisition. Justin³³ feels that the Mexican-American cultural values of fatalism and the lack of emphasis on delayed gratification are the two values that cause the most conflict between Anglo-American and Mexican-American. Carter³⁴

³¹Miles Zintz, Education Across Cultures, (Dubuque, Iowa: William C. Brown Co., 1963).

³²Andrew Schwartz, "Comparative Values and Achievement of Mexican-American and Anglo Pupils," Cooperative Research Program Report no. OSER 34 H.E.W. & U.C.L.A., February, 1969, p. 38.

³³Neal Justin, "Culture, Conflict and Mexican American Achievement" School and Society, 98:27-8, 1970.

³⁴Thomas P. Carter, Mexican Americans in School: A History of Educational Neglect, (New York: College Entrance Board, 1970).

in his research conducted with California freshmen students supported Justin's viewpoint. He found that Mexican-American students have a much higher belief in fatalism and lack interest in delaying gratification in comparison with Anglo pupils. The findings showed that 55% of the Mexican-American pupils as compared to 22% of the Anglo group agreed that planning ahead made people unhappy. Forty-one per cent of the Mexican-Americans and 25% of the Anglo-Americans felt it was best to live for today and let tomorrow take care of itself. More than 90% of the teachers in the school found the Mexican-Americans to be fatalistic in outlook.

According to Haydon³⁵ and Johnson,³⁶ the Mexican-American family is a tightly knit patriarchal society. The father has all the authority, although the mother is the center of the family. The eldest male child inherits the father's authority over the family when the father dies. Carter,³⁷ Landes,³⁸ and Schwartz³⁹ report that the male is superordinate to the female. Carter⁴⁰ furthermore states that boys are strongly influenced by the macho (male) role of the father. The boy is taught that he is developing into a man and he must behave like a man. The boys are encouraged with the need to establish a masculine image and to defend honor. The Mexican-American calls this machismo. Carter⁴¹ feels this may be the reason why female teachers have trouble disciplining Mexican-American boys and also may partly explain the high drop-out rate for

³⁵Robert Hayden, "Spanish Americans in the Southwest, Life-Styles Patterns and Their Implications," Welfare and Review, April, 1966, p. 20.

³⁶Kenneth R. Johnson, Teaching The Culturally Disadvantaged Pupils, (Chicago: Science Research Associates, Inc., October, 1966).

³⁷Carter, op. cit.

³⁸Ruth Landes, Culture in American Education, (New York: Wiley Co., 1965).

³⁹Schwartz, op. cit.

⁴⁰Carter, op. cit.

⁴¹Ibid.

boys. A boy is macho if he is on his own, earning money and self-supporting.

Samora⁴² and Bernal⁴³ have found that Mexican-Americans in most instances speak both Spanish and English, which indicates a strong tenacity in maintaining their culture. Bernal⁴⁴ also reports that the Mexican-American has maintained his language for at least five generations, which is longer than any other ethnic group in the United States. He feels that this is due to the proximity of the Mexican border and the Spanish language television and radio programs, newspapers and movies.

The maintaining of an ethnic language may be beneficial in aiding acculturation, according to Samora.⁴⁵ He states:

Use of the vernacular languages of a minority group living among people of another language has usually sped up the process of acculturation and made easier the learning of a second language for communication with the majority group. Where this policy has not been followed, the vernacular language has been neglected or suppressed, the result has been a continual cleavage between the minority and majority group. What can contribute more to self esteem than the recognition of one's vernacular? We all love to be addressed, even if brokenly, en la lengua que mamamos (in the language we suckled, in our mother's tongue).

Justin⁴⁶ disagrees. He feels that if a group speaks a foreign language and if they hold on to a culture that is incompatible to the dominant culture they will be subjected to discrimination. He also states that the Mexican-American has the characteristics of a dark skin and different customs, which make him physically distinguishable from the Anglo majority. The differences add to the possibility that the Mexican-American will be discriminated against.

The following poem sums up fairly well some of the feelings Mexican-Americans may have concerning their cultural conflicts with the dominant Anglo-American culture.

⁴²Samora, op. cit.

⁴³Joe Bernal, "I Am Mexican-American," Today's Education, 58:51-52, May, 1969.

⁴⁴Ibid.

⁴⁵Samora, op. cit.

⁴⁶Justin, op. cit.

WHO AM I?

I am Joaquin
Lost in a world of confusion
Caught up in a whirl of a
gringo society
Confused by the rules
Scorned by manipulations,
and destroyed by modern society.

My fathers
have lost the economic battle
and won
the struggle of cultural survival
And now!
I must choose
Between
the paradox of
Victory of the spirit,
despite physical hunger

or

to exist in the grasp
of American social neurosis
sterilization of the soul
and a full stomach

yes,

I have come a long way to nowhere
Unwillingly dragged by that
monstrous, technical
industrial giant called

Progress

and Anglo success

I look at myself,

I watch my brothers

I shed tears of sorrow

I sow seeds of hate.

I withdraw to the safety within the
Circle of Life . . . My Own People.⁴⁷

⁴⁷ Rodolfo Gonzales, I Am Joaquin, (Syracuse: Gaylord Pamphlets, 1967).

United States society has adopted and integrated a great deal of Mexican and Spanish culture. Art, ideas, customs, missions and churches of the Mexican-Americans have been accepted by many other people in the United States. Most of the older cities of the Southwest were built by Spaniards, Mexicans and Indians, a fact that is taught to all American pupils in the schools. Our cowboys owe much to the Mexican vaquero. American miners learned techniques of placer and quartz mining from the Mexicans.⁴⁸ McWilliams⁴⁹ lists other contributions of the Mexican-American culture to the Anglo culture as being: 1) the Spanish words in our language, which are very numerous such as ranch and adobe, 2) food - encheladas, tortillas and corn are consumed by many people of other heritages and 3) the architecture of the buildings in our cities of the Southwest was adopted from the Mexicans.

Rivera⁵⁰ feels that the best solution to the problem of the Mexican-Americans' culture conflict with Anglo culture is for the schools to teach the Mexican-American students more about their culture. These students need pride in their ethnic background in order to develop a sense of identification. Cultural pluralism is the strongest and best solution, because the person can identify with his ethnic culture and heritage on one hand and still be a good American citizen. By fusing both cultures, a new and better whole should emerge. The Mexican-American wants to add the values of his cultural and historical roots of Mexico to American society as a contribution to our nation.

Summary

Writers indicate that the great differences between this culture and the dominant Anglo culture have been the main reasons for the Mexican-American's difficulty in assimilating and have subjected him

⁴⁸Nava, op. cit.

⁴⁹McWilliams, op. cit.

⁵⁰Feliciano Rivera, A Mexican American Source Book, (Menlo Park, California: Educational Consulting Associates, 1970).

to discrimination. The authorities feel that the close proximity of the Mexican border has been the chief reason why the Mexican-American has retained his culture longer than any other ethnic group. Mexican-American culture has contributed a great deal to the United States culture and society. Some authorities feel that cultural pluralism is the best solution because the Mexican-American needs to develop pride in his identity and that the schools should teach the Mexican-American more about his culture.

Educational Background

Education, like other areas concerning Mexican-Americans suffers from a scarcity of literature and research. The research that is available indicates that Mexican-Americans have been neglected in their education and, therefore, have done poorly in school.

Carter,⁵¹ who has perhaps written the most extensive and informative book concerning the education of Mexican-Americans reports that in the first 30 years of this century the concern of the majority for the schooling of Mexican-Americans was negligible. Educators shared society's view of the Mexican-American being an outsider, a person who was not expected to participate fully in American life. Little was done to remedy the educational problems of Mexican-American children. Most dropped out of school upon completing the primary grades. Carter⁵² gives an example of early twentieth century educational literature relating to Mexican-Americans by quoting this 1914 statement of McEwen: "Just so surely as Booker T. Washington is right in saying that Tuskegee and similar institutions are the ultimate solution of the Negro problem, so surely is the same kind of education the necessary basis upon which to build a thorough and complete solution of the Mexican problem. Like the Negro the Mexicans are a child-race without the generations of civilization and

⁵¹Carter, op. cit.

⁵²Ibid.

culture back of them which support the people of the United States."

During the depression and after, many rural Mexican-Americans moved to the cities and brought their problems to a wider consciousness. Educators during the 1930's and 40's began to see the school as a method of acculturating the Mexican-Americans. School programs for them emphasized vocational and manual arts training, English, health and cleanliness and the learning of such American values as punctuality. World War II brought some more changes with the development of intercultural education. This was a gesture toward the appreciation of Latin American cultural heritage and a means to strengthen the "Good Neighbor Policy" between Latin American countries and the United States.⁵³ Carter,⁵⁴ Farmer,⁵⁵ and Parsons⁵⁶ indicate that the schools of the Southwest have directed their education toward the Anglo pupils and ignored the Mexican-American. Samora⁵⁷ reports that this neglect caused Mexican-American parents to develop an attitude of resignation concerning education.

Carter⁵⁸ reports that schools have categorized the Mexican-American as a vocational, or an agricultural, worker type. He feels that this categorization has unconsciously encouraged Mexican-Americans to fail academically and drop out early. This has also caused Anglos to believe that Mexican-Americans are inferior and lack initiative, and this attitude persists today.

Parson's⁵⁹ research conducted in a three-year study of an agricultural town in the Southwest during the 1960's substantiates

⁵³Carter, op. cit.

⁵⁴Ibid.

⁵⁵George L. Farmer, Education: The Dilemma of the Spanish Surname Americans, (Los Angeles: School of Education, University of Southern California, 1968).

⁵⁶Theodore Parsons, "Ethnic Cleavage in a California School," Unpublished Doctoral dissertation, Stanford University, 1965.

⁵⁷Samora, op. cit.

⁵⁸Carter, op. cit.

⁵⁹Parsons, op. cit.

Carter's opinion that schools have discriminated against the Mexican-American. The study reports that in one school a teacher upon being asked why she had an Anglo boy lead Mexican-American boys out of the classroom to the playground explained that the Anglo boy's father owned a big ranch and that one day the boy would have to learn how to direct Mexican workers. Another teacher had Anglo pupils help Mexican-Americans recite in class. She said the reason for this was that the practice draws the Anglo pupils out and gives them feelings of importance. The school principal in explaining the grouping in reading said, "We thought that white children would get more out of school if they could work faster and not be slowed down by Mexicans. We thought the Mexican kids would do better work if they were in classes geared more to their level. We thought that maybe we could give them some special attention. Everyone is happy about the grouping programs. The Mexican parents have never said anything, but the kids in school are doing better. I guess the Mexicans are more comfortable in their own group." Parsons⁶⁰ also reports that sociometric tests given to the Mexican-American children showed that they also shared the view held up to them that Anglos are smarter.

Lately, Mexican-Americans have become restless and much of their militancy has been directed at education. Erickson⁶¹ gives an example of this militancy by quoting Rosalind Mendez, a graduate of an East Los Angeles high school, who said:

From the time we first begin attending school we hear about how great and wonderful our United States is, about our democratic American heritage, but little about our splendid and magnificent Mexican heritage and culture. What little we do learn about Mexicans is how they mercilessly slaughtered the brave Texans at the Alamo, but we never hear about the child heroes of Mexico who courageously threw themselves from the heights of Chapultepec

⁶⁰Parsons, op. cit.

⁶¹Charles A. Erickson, "Uprising In the Barrios," American Education, 4:29-31, November, 1968.

rather than allow themselves and their flag to be captured by the attacking Americans. We look for others like ourselves in these history books, for something to be proud of for being a Mexican and all we see in books, magazines, films and television shows are stereotypes of a dark, dirty, smelly man with a tequilla bottle in one hand a dripping taco in the other, a sarape wrapped around him and a big sombrero. But we are not the dirty, stinking winos that the Anglo world would like to point out as Mexican. We begin to think that maybe the Anglo teacher is right, that maybe we are inferior, that we do not belong in this world, that as some teachers actually tell students to their face - we should go back to Mexico and quit causing problems for America."

Steiner's⁶² interviews with Mexican-American youth support Rosalind's commentary. He feels that many Mexican-Americans develop an inferiority complex about their race because of what is taught in schools. A Mexican-American youth told him that he was taught that Anglos are good guys and Mexicans were bad. The teacher made the Anglos feel superior and the Mexicans developed a guilt complex. Erickson⁶³ feels that young Mexican-Americans who speak out are education's best friends because they are working to bring changes in education since it affects them most intimately. They themselves have probably been victims of our schools. They have seen the hopes and dreams of brothers and sisters, friends and children destroyed by a system which has been indifferent to their needs. They are not talking about destroying the system, only in improving it. United States Commissioner of Education Harold Howe II is quoted by Erickson⁶⁴ as having told the National Conference on Educational Opportunities for Mexican-Americans in April, 1968 that our schools have failed to meet the needs of helping Mexican-Americans reach their full potential.

Statistics on the education of Mexican-Americans reported by

⁶²Stan Steiner, La Raza: The Mexican Americans, (New York: Harper and Row Publishers, 1970).

⁶³Erickson, op. cit.

⁶⁴Ibid.

Bernal,⁶⁵ Coleman⁶⁶ and Carter⁶⁷ indicate that these students have one of the highest drop-out rates found among all ethnic groups in the United States and do poorly on intelligence tests, standardized achievement tests and school grades as compared to Anglo peers. Coleman's⁶⁸ study found Mexican-Americans rank fourth among six ethnic groups compared on achievement test scores. The ranking of these groups on the achievement tests was in the following order: white, Oriental, American Indian, Mexican-American, Puerto Rican and Negro. Eighty-five per cent of the Mexican-American students in this sample ranked below the other white group. Their reading and verbal ability was found to be two years behind the white students in sixth grade and three and a half years behind by twelfth grade. This national sample also indicated that Mexican-American pupils in relation to other ethnic groups: 1) rank high in determination to stay in school, be good citizens and attend school regularly, 2) rank low in planning to attend college, 3) have equally high occupational aspirations, 4) have the lowest self-concept and 5) express a much lower sense of control over their environment. Gordon's⁶⁹ findings contradict Coleman's of equally high occupational aspirations, in that he found Mexican-Americans have lower aspirations than do other whites who live in the same neighborhood.

Additional statistical facts concerning the education of Mexican-American which are pertinent to this study include the following: 1) Bernal⁷⁰ has found that the average Mexican-American drops out of school by the seventh grade. In California 73.5 per cent drop out of high school before graduation. Texas has the highest

⁶⁵Bernal, op. cit.

⁶⁶Coleman, op. cit.

⁶⁷Carter, op. cit.

⁶⁸Coleman, op. cit.

⁶⁹Wayne Gordon et al., Educational Achievement and Aspirations of Mexican-American Youth in Metropolitan Context, (Los Angeles: University of California Center For the Study of Evaluation of Instructional Programs. Office of Education, 1968).

⁷⁰Bernal, op. cit.

drop out rate for Mexican-Americans - approximately 80 per cent drop out prior to high school graduation, 2) Carter⁷¹ adds that Mexican-Americans start out in school fairly close to other white pupils in all measured achievement and remain close until third or fourth grade. After the beginning of intermediate grades these pupils begin to fall progressively further and further behind other white achievement norms. Research indicates mental withdrawal takes place and is displayed by boredom, failure to work, inattentiveness and discipline problems beginning from third to sixth grade. Boys withdraw mentally earlier than do girls. It is almost impossible to compare the achievement of Mexican-American and other white peers over twelve years of age because so many Mexican-Americans have dropped out. The Mexican-Americans who do reach the last years of high school are similar to their peers, since the divergent ones have long since dropped out. Carter⁷² continues with the information that Mexican-Americans do almost as well as other white counterparts in spelling, grammar fundamentals and arithmetic achievement, almost approaching local or national norms. However, they score very low in language arts areas. 3) Grebler⁷³ found that despite the role of women in traditional Mexican culture the average amount of schooling is about the same for males and females. 4) Mexican-Americans are underrepresented in college attendance. In California it was found that only 7.42% Spanish surnamed pupils attended junior colleges, whereas 13.30% of the school population in the state was Spanish surnamed as of 1966. The pupils who do begin college suffer a higher attrition rate than do other groups. Males appear to have a lower college drop out

⁷¹Carter, op. cit.

⁷²Ibid.

⁷³Leo Grebler, "The Schooling Gap: Signs of Progress," Mexican-American Study Project, Advance Report No.7, (Los Angeles: University of California, Graduate School of Business, 1967) mimeographed.

rate than do the females. 5) Carter⁷⁴ found that Mexican-American youngsters perform better in schools having a low percentage of minority group pupils, especially in elementary and junior high schools. Other-white pupils are not affected by the school's ethnic makeup. This indicates that ethnically mixed or schools having a majority of other white pupils helps to improve the Mexican-American academic achievement. 6) Carter⁷⁵ reports that Peal and Lambert's (1962) research on bilingualism showed the bilinguals of an ethnic group perform slightly better than monolingual in both verbal and non-verbal intelligence tests. This study was considered one of the best conducted in this area because of careful control of socio-cultural factors and widespread testing in six Montreal French schools. As a general rule it has been found that children entering school directly from Mexico achieve better than United States-born Mexican-Americans.⁷⁶ 7) Research indicates that other white and Mexican-American teachers appear to be equally effective or ineffective with Mexican-American children.⁷⁷

Samora,⁷⁸ Carter,⁷⁹ Nava,⁸⁰ Farmer,⁸¹ Bernal,⁸² Erickson⁸³ and

⁷⁴Carter, op. cit.

⁷⁵Ibid.

⁷⁶Ibid.

⁷⁷Ibid.

⁷⁸Samora, op. cit.

⁷⁹Carter, op. cit.

⁸⁰Nava, op. cit.

⁸¹Farmer, op. cit.

⁸²Bernal, op. cit.

⁸³Erickson, op. cit.

Barba,⁸⁴ to mention a few writers, report that schools should teach the Mexican-American pupils about their culture, language and heritage. Students need to find out about Mexican contributions to United States society. Barba,⁸⁵ in continuing the discussion, states that if the schools become better able to guide Mexican-Americans in their bicultural life this should strengthen cultural awareness, self-image and be an asset for personal and national security.

Nava⁸⁶ summarizes the need for bicultural education in the following statement given to the California state legislative committee meeting conducting a hearing on the education of Mexican-Americans in Stockton, California, on October 28, 1970.

As long as Mexico and the United States share a border, Mexican-Americans will be with us, unlike the other national background groups. As long as Mexico is next door, Mexican-Americans will therefore pose some sort of a dilemma. I don't say a problem, I say a dilemma, and it is a dilemma because it is going to be up to all of us to determine whether it's a problem or whether it is a source of enrichment to American society. But there's certainly going to be Mexican-Americans here and, of course the number is increasing.

So, I tell school boards and colleges to fasten their safety belts because of a number of different factors, not romanticism or Catholicism, but because Mexican-Americans have more children than the average Anglo-speaking family and they are increasing at roughly twice the rate of everybody else. So, when I said this to a nationalist the other day he said, "Yes, Julian, we'll sometime get it back, you know, just simply by the ballot," and of course he was being facetious, but educators are gradually recognizing and I'm not sure the State has, that the numbers are growing greater and with the constant influx from Mexico we steadily have brand new Mexican-Americans starting the

⁸⁴Alma A. Barba, "Project Move Ahead," Audiovisual Instruction 14:34-5, December, 1969.

⁸⁵Ibid.

⁸⁶Nava, op. cit.

beginning of a continuum at the end of which you might say is assimilation if not acculturation or biculturalism. This is not true to same extent with other national background groups.

Carter⁸⁷ adds that few Mexican-Americans have benefited from our educational system. Mexican-Americans find little reward in education and are, therefore, not motivated. They find school punishing and so do not achieve and persevere. Samora⁸⁸ feels that in our society, education has been the means for upward social mobility for most ethnic groups, but education has not been nearly so effective for the Mexican-American.

Summary

Literature concerning the historical background, cultural background and education of Mexican-Americans in the United States has been reviewed. The researcher has traced some of the history of the Mexican-American from 350 years ago to the present. The findings indicate that Mexican-Americans had settled the Southwest before the Anglo-American. The Mexican-Americans are the largest ethnic minority in the Southwest. Many writers report that the great differences between the Mexican-American culture and the Anglo culture and the proximity of the Mexican border have caused the Mexican-American to retain his culture longer than any other ethnic group.

The review of educational literature indicates that Mexican-Americans have a record of poor achievement, a high drop out rate and are discontented with the schools. Many authorities feel that the best way to improve the Mexican-American's educational achievement is to provide these pupils with bicultural education. It is felt that bicultural education may motivate the Mexican-American to

⁸⁷Carter, op. cit.

⁸⁸Samora, op. cit.

improve in educational achievement and also gain pride in his identity.

Research findings of the authorities indicate the following educational facts pertinent to this study: 1. Other-white and Mexican-American teachers are equally as effective with Mexican-American pupils in school. 2. Mexican-American pupils begin to fall behind academically at the beginning of third or fourth grade level. 3. Mexican-American pupils appear to perform better in majority schools. 4. Mexican-born pupils seem to achieve better in school than do the native-born Mexican-Americans. 5. Both Mexican-American males and females appear to receive about the same amount of education. Boys appear to withdraw mentally in school earlier than do girls.

II. GROUP COUNSELING

Research is meager in the area of counseling at the elementary school level and in counseling of ethnic minorities. There has, however, been much research conducted in group counseling at the secondary school level.

Krumboltz⁸⁹ defines group counseling as consisting of whatever ethical activities a counselor undertakes in an effort to help two or more clients engage in certain behaviors that will lead to a resolution of each client's problems. He feels that there are two main reasons for having group counseling rather than individual counseling, which are: 1) greater effectiveness and 2) efficiency. Its efficiency is in the fact that a counselor can help more than one client in the same amount of time usually devoted to just one student. A stronger justification for group counseling is in the

⁸⁹John D. Krumboltz and Carl E. Thoresen, Behavioral Counseling Cases and Techniques, (New York: Holt, Rinehart and Winston Inc., 1964).

area of effectiveness: in many cases clients learn better from one another when they are in a group situation. Dinkmeyer⁹⁰ adds that the main purpose of group counseling is to facilitate the educational process. Pupils tend to feel more comfortable in a group with their peers rather than in a one-to-one relationship with adults. Mowrer⁹¹ feels that because of its efficiency and effectiveness, group counseling is the wave of the future.

Research regarding the basic question of comparing the effectiveness of group counseling and individual counseling shows inconsistent findings. Hewer,⁹² in reviewing the research of Wright, Folds and Gazda, reports that their findings indicate that both counseling methods are equally effective. Gazda⁹³ reports that Davis' (1959) research indicated that students who received group guidance showed significant gains in citizenship grades as compared to those who received individual counseling. No other research was found concerning the comparison of group and individual counseling. However, it would appear that if two or more clients are in need of similar counseling, then group counseling would be the most efficient because of the opportunity for the counselor to work with the maximum number of pupils with a minimum amount of counselor time.

⁹⁰Don Dinkmeyer, Developmental Group Counseling, (Chicago: DePaul University School of Education, 1968).

⁹¹O.H. Mowrer, "Preface," (In George Gazda and Mary Larsen, "A Comprehensive Appraisal of Group and Multiple Counseling Research," Journal of Research and Development in Education, Winter, 1968, p.1.

⁹²Vivian H. Hewer, "Group Counseling," The Vocational Guidance Quarterly, 16:250-1, 1968.

⁹³George M. Gazda and Mary Larsen, Journal of Research and Development in Education, Winter, 1968, pp. 74-5.

Group Counseling Research in Elementary and Secondary Schools

As previously mentioned, there are few studies concerning group counseling at the elementary level. Jackson,⁹⁴ Winkler,⁹⁵ Jensen,⁹⁶ and Ney⁹⁷ have all found that group counseling produced significant gains in academic achievement of elementary school pupils. Lodato⁹⁸ found that group counseling improved the self-concept and school adjustment of elementary school pupils rather than academic achievement.

Similar studies concerning group counseling in the secondary school level were the following: Baymur,⁹⁹ Roth,¹⁰⁰ Broedel,¹⁰¹

⁹⁴Robert Jackson, "Results of Early Identifications and Guidance of Underachievers," Cooperative Research Project No. S-153, (La Crosse, Wisconsin: State University of Wisconsin, October, 1966).

⁹⁵Ronald Winkler, et al., "The Effects of Selected Counseling and Remedial Techniques on Underachieving Elementary School Students," Journal of Counseling Psychology, 12:384-7, December, 1965.

⁹⁶G. E. Jensen, "Small-Group Counseling For Underachieving Primary School Children," (In Driver, H.I., Counseling and Learning Through Small Group Discussion, (Madison, Wisconsin: Monona Publications, 1958) pp. 286-90.

⁹⁷L. Ney, "A Multiple Counseling Project for Underachieving Sixth Graders, (In Driver, H.I., Ibid) pp. 291-93.

⁹⁸Francis Lodato et al., "Group Counseling As a Method of Modifying Attitude in Slow Learners," The School Counselor, 15:27-29, October, 1967.

⁹⁹Baymur and C. Patterson, "A Comparison of Three Methods of Assisting Underachieving High School Students," Journal of Counseling Psychology, 7:83-90, 1960.

¹⁰⁰Robert Roth et al., "The Non-Achievement Syndrome, Group Therapy and Achievement Change," Personnel and Guidance Journal, 46:393-98, 1967.

¹⁰¹J. W. Broedel, "A Study of the Effects of Group Counseling on the Academic Achievement and Mental Health of Underachieving Gifted Adolescents," Dissertation Abstracts, 19:3019, 1959.

Benson¹⁰² and McDaniel¹⁰³ reported positive academic achievement as a result of group counseling in their studies. Rappoport¹⁰⁴ and Caplan¹⁰⁵ found no change in academic achievement; however, significant gains in the self-concept and school adjustment of secondary pupils resulted from group counseling.

Chestnut,¹⁰⁶ in reviewing group counseling literature, stated that few studies indicated that group counseling produced improvement in academic achievement. He adds that investigators have usually found some subjects gained in achievement, while others remained at the same level or became worse. Gazda and Larsen,¹⁰⁷ who thoroughly reviewed 104 group counseling studies conducted between 1938 and 1967, found that approximately 50% of the results indicated improvement in academic achievement and 20% found improvement in self-concept. They further state that the majority of these studies reporting significance came from simple uncontrolled descriptive research studies. In conclusion, they state that group counseling research is therefore inconclusive.

¹⁰²Ronald Benson and Don Blocker, "Evaluation of Developmental Counseling with Groups of Low Achievers in a High School Setting," School Counselor, 14:215-20, 1966.

¹⁰³Harold McDaniel and Boyd Johnson, "Effects of Group Counseling on Achievers and Under-Achievers," Journal of Secondary Education, pp. 136-139, March, 1969.

¹⁰⁴David Rappoport, "Small Group Counseling," The School Counselor, 15:121, November, 1968.

¹⁰⁵Stanley Caplan, "The Effects of Group Counseling on Junior High School Boys Concepts of Themselves in School," Journal of Counseling Psychology, 4:124-28, 1957.

¹⁰⁶William Chestnut, "The Effects of Structured and Unstructured Group Counseling on Male College Student's Underachievement," Journal of Counseling Psychology, 12:388-94, 1965.

¹⁰⁷George Gazda and Mary Larsen, "A Comprehensive Appraisal of Group and Multiple Counseling Research," Journal of Research and Development In Education, 1:68-107, Winter, 1968.

Group Counseling Research With Ethnic Minorities

Amos¹⁰⁸ reports that past research concerning the counseling of minority students is very meager; therefore, it is difficult to evaluate the effects of counseling on these pupils. One of the few research studies conducted on the counseling of Mexican-American students has been reviewed by Klitgaard,¹⁰⁹ who reports that Marlin Tucker, a counselor in a San Jose high school conducted group counseling sessions with Mexican-American students concerning their special problems and the cultural differences of their ethnic group in comparison to the Anglo culture. As counseling progressed, the pupils began to take pride in their heritage and also showed improvement in their academic achievement. Many of these pupils became student leaders and also received scholarships to various universities. In concluding, Klitgaard¹¹⁰ states that the results from this study indicate that group counseling can produce successful results with Mexican-American pupils.

Another study concerning group counseling of minority group pupils was conducted by Gilliland,¹¹¹ who counselled black high school students; the results showed significant gains in academic achievement for both males and females.

From the research reviewed, the investigator has concluded that group counseling could be successful in improving the academic achievement and self-concept of Mexican-American pupils. The issue would be what methods or approaches might be most effective with

¹⁰⁸William Amos and Jean Grambs, Counseling the Disadvantaged Youth, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968).

¹⁰⁹Guy C. Klitgaard, "A Gap Is Bridged," Journal of Secondary Education, 44:55-57, February, 1969.

¹¹⁰Ibid.

¹¹¹Burl Gilliland, "Small Group Counseling With Negro Adolescents In a Public High School," Journal of Counseling Psychology, 15:147-52, 1968.

Mexican-American students. Bernal,¹¹² Rowan,¹¹³ Samora,¹¹⁴ Carter,¹¹⁵ Erickson,¹¹⁶ Farmer,¹¹⁷ Ramirez¹¹⁸ and Gonzales¹¹⁹ are among many who feel that teachers and counselors should instruct the students about their own Mexican-American culture and values. Successful Mexican-American leaders who are contributing to United States society should be brought to school to discuss career attainment and the advantages of remaining in school. Biographies about Mexican-American heroes should be made available to the pupils. These types of bicultural programs should help the pupils gain pride in their heritage and thus aid in motivating them toward being successful in school. By providing an accepting and helpful environment, this should aid the pupils in gaining identification within the two cultures and also enable them to select the best of both cultures without having to reject either.

Hawk¹²⁰ supports the feelings of teaching and counseling of pupils with a bicultural approach by reporting that a child usually identifies with an ethnic group at an early age. If the values of the child's subculture are unique and if there is cleavage between this subculture and the dominant culture, then the child must be assured by the school that he belongs and is cared for. Hogg¹²¹ and

¹¹²Bernal, op. cit.

¹¹³Helen Rowan, "A Minority Nobody Knows," The Atlantic Monthly, 219:47-52, June, 1967.

¹¹⁴Samora, op. cit.

¹¹⁵Carter, op. cit.

¹¹⁶Erickson, op. cit.

¹¹⁷Farmer, op. cit.

¹¹⁸Ramirez, op. cit.

¹¹⁹Henry Gonzalez, "Hope and Promise: Americans of Spanish Surname," The American Federationist, 74:13-16, June, 1967.

¹²⁰Travis Hawk, "Self Concepts of the Socially Disadvantaged," Elementary School Journal, 67:196-206, January, 1967.

¹²¹Thomas Hogg and Marlin McComb, "Cultural Pluralism: Its Implications for Education," Educational Leadership, 27:235-38, December, 1969.

Ether¹²² also concur by stating that schools need to become socially relevant and must concern themselves with the development of the self-identity of all pupils. If the schools fail to recognize cultural pluralism, then they encourage the social problems of the culturally different youth - dropping out, unemployment, hostility and withdrawal from society.

This review indicates that research is needed concerning the type of group counseling approaches or techniques that would be most effective with minority group youngsters. The traditional group counseling approach as defined by Dinkmeyer¹²³ and Oelke,¹²⁴ involving problems of adjustment, feelings of self, learning of achievement and study skills, discussions of school, family, teacher, peers and other problems, is the most common type of group counseling method employed by most counselors and might be one method tested with minority group youngsters. Another type of group counseling approach could involve the bicultural counseling as suggested by the experts concerned with problems of the Mexican-Americans. This approach as mentioned previously would involve teaching the pupils about their culture and heritage. Successful speakers of Mexican-American heritage, who have contributed to our society, could be brought to the school. Biographies about famous Mexican-American's could be furnished to these pupils and could be discussed. Other materials might be films, filmstrips and records pertaining to Mexican-American culture. Fieldtrips to Mexican-American museums would also appear

¹²²John Ether, "Cultural Pluralism and Self Identity," Educational Leadership, 27:232-34, December, 1969.

¹²³Dinkmeyer, op. cit.

¹²⁴Merritt Oelke and Merle M. Olsen, "An Evaluation of Discussion Topics in Group Counseling," Journal of Clinical Psychology, 18:317-322. 1962.

to be pertinent in this type of counseling approach. This type of counseling approach may help develop the pupils' pride in their ethnic identity and thus lead to motivation in academic achievement. This approach stressing the development of pride in ethnic identity and the traditional approach, should be tested and compared for effectiveness with Mexican-American pupils.

Summary

Group counseling encompasses many different objectives. Many authorities agree that group counseling is advantageous to individual counseling because of time efficiency and the effectiveness of learning from peers. The literature concerning group counseling studies indicates inconclusive results concerning its effectiveness in the improvement of academic achievement and self-concept. Many writers feel that Mexican-American pupils may gain the most benefit from a counseling approach that stresses the development of pride in ethnic identity. Experimental studies are needed to determine which type of group counseling approach would be most helpful in developing the self-concept and academic achievement of Mexican-American pupils.

The final section of this chapter will review the literature pertinent to the area of self-concept.

III. SELF-CONCEPT

The literature relating to self-concept will be reviewed under six general headings. These encompass (1) a brief discussion of the importance of self-concept, (2) self-concept's effect on academic achievement, (3) the effect intellectual ability has on self-concept, (4) self-concept differences which may be attributed to race, (5) the influence significant others

have on self-concept and (6) sex differences in self-concept of minority group pupils.

Theorists Sarbin,¹²⁵ Rogers,¹²⁶ Snygg and Combs,¹²⁷ and Coopersmith¹²⁸ have stated that the self-concept is of paramount importance in man's total behavior pattern. Coopersmith¹²⁹ relates that most theorists feel that there are four major factors contributing to self-concept. First, is the amount of acceptance, respect and concerned treatment a person receives from others. Second, is a history of the person's successes. Third, is the person's values and aspirations and fourth, is the person's manner of responding to devaluation. The ability to reduce failures helps to maintain an individual's self-concept.

Self-Concept's Influence on Academic Achievement

The self-concept's effect on academic achievement has been the subject of much educational research. Most findings indicate that there is a significant relationship between self-concept and academic achievement. In studies sponsored by the United States Office of Education Coopersmith,¹³⁰ Broekover,¹³¹ Combs,¹³² and

¹²⁵T. R. Sarbin, "A Preface to a Psychological Analysis of the Self," Psychological Review, 59:11-22, 1952.

¹²⁶C. R. Rogers, Client-Centered Therapy, (Boston: Houghton Mifflin Company, 1951).

¹²⁷D. Snygg and A. W. Combs, Individual Behavior, (New York: Harper, 1949).

¹²⁸Stanley Coopersmith, "A Method for Determining Types of Self-Esteem," Journal of Educational Psychology, 59:87-94, 1959.

¹²⁹Ibid.

¹³⁰Stanley Coopersmith, "Studies in Self-Esteem," Scientific American, February, 1968, p. 162.

¹³¹Wilbur Broekover, A. Patterson and S. Thomas, "Self-Concept of Ability and School Achievement I," U.S. Office of Education Research Project No. 85, (E. Lansing, Michigan: Michigan State Univ., 1962).

¹³²Arthur W. Combs and Daniel Soper, "The Relationship of Child Perceptions to Achievement and Behavior in the Early School Years," U.S. Office of Education Research Project No. 814, (Gainesville, Florida: University of Florida, 1963).

Bledsoe¹³³ have shown that self-concept and academic achievement are related to one another. Research conducted in various studies by Reeder,¹³⁴ Walsh,¹³⁵ Campbell,¹³⁶ Fink,¹³⁷ Paschal¹³⁸ and Caplan¹³⁹ have also found a positive relationship between self-concept and academic achievement. Boyd McCandless,¹⁴⁰ who has reviewed much of the research in the area of self-concept, reports that most research in the area has been concerned with the idea of good-bad or positive-negative relationships. He defined self-concept as the area of self-evaluations and private experience, mainly private although it is partially translated into what a person says

¹³³ Joseph Bledsoe, "Self-Concepts of Children and Their Intelligence, Achievement, Interests and Anxiety," Childhood Education, 43:436, March, 1967.

¹³⁴ Thelma Reeder, "A Study of Some Relationships Between Level of Self-Concept, Academic Achievement and Classroom Adjustment," Unpublished Doctoral Dissertation, North Texas State College, 1955.

¹³⁵ Anna Walsh, Self-Concept of Bright Boys With Learning Difficulties, (New York: Bureau of Publications, Teachers College, Columbia University, 1956).

¹³⁶ Paul B. Campbell, "Self-Concept and Academic Achievement in Middle Grade Public School Children," Unpublished Doctoral Dissertation, Wayne State University, 1965).

¹³⁷ Martin Fink, "Self-Concept As It Relates to Academic Underachievement," California Journal of Educational Research, 13:57-62, 1962.

¹³⁸ Billy J. Paschal, "The Role of Self-Concept in Achievement," Journal of Negro Education, 37:392-96, Fall, 1968.

¹³⁹ Morris Caplan, "Self-Concept, Level of Aspiration and Academic Achievement," The Journal of Negro Education, 37:435-39, 1968.

¹⁴⁰ Boyd McCandless, Children and Adolescents Behavior and Development, (New York: Holt, Rinehart and Winston, 1961).

and does, by his attitudes and by the beliefs he expresses. He further states that the self-concept is learned and has properties similar to drives. If a person is good in art, he will work at maintaining or improving this skill. On the other hand, if he is poor in speaking, he will not take up public speaking. Frazier and Combs¹⁴¹ in their research support McCordless' thinking, in that they found most failures in spelling and reading are due to a pupil's attitudes in these areas, rather than his incapacity. Hamacheck¹⁴² agrees by stating that people live in a manner that is consistent with their self-concept. They behave like the sort of person they conceive themselves to be. The student who conceives himself a failure type of person can find all kinds of excuses to avoid studying, doing classwork and homework or participating in class. Frequently, this person ends up with a low grade which he predicted he'd get in the first place. Now this person feels he has proof that he is less able.

The Effect of Intellectual Ability on the Self-Concept of Ethnic Groups

Research studies in the field of self-concept indicate that there is no relationship between self-concept and intellectual ability. Walsh,¹⁴³ Bledsee,¹⁴⁴ Lanning and Robbins¹⁴⁵ have related that a low self-concept is the main cause of poor academic

¹⁴¹J. Frazier and R. Combs, "New Horizons in the Field of Research: The Self-Concept," Educational Leadership, 15:315-28, 1958.

¹⁴²Don Hamacheck, "Self-Concept Implications For Teaching and Learning," School and Community, May, 1969, pp. 18-19.

¹⁴³Walsh, op. cit.

¹⁴⁴Bledsee, op. cit.

¹⁴⁵Frank Lanning and R. Robbins, "Children In Trouble: The Child Who Won't Try," Instructor, 77:181, March, 1968.

achievement. Brookover¹⁴⁶ in his research study found that a person's self-concept functions independently from measured intelligence in predicting academic achievement. Zaharan,¹⁴⁷ by using cluster analysis in his research study, found that intelligence and self-concept were definitely not related.

Hishiki¹⁴⁸ compared the self-concept, academic achievement and intelligence of sixth grade Mexican-American girls in certain East Los Angeles schools to sixth grade other-white girls in some Georgia schools. Her finds showed: (1) The Mexican-American girls had lower self-concepts than the other-white girls. (2) Mexican-American girls who had high self-concepts had better academic achievement than did those with low self-concepts. She also compared her results with the studies of Fink,¹⁴⁹ Brookover¹⁵⁰ and Bledsoe,¹⁵¹ who used only other-white subjects in their research. The comparisons showed an even greater correlation between self-concept and academic achievement for the Mexican-American girls than for other-white subjects in all these studies.

¹⁴⁶Wilbur Brookover, et al., "Self-Concept of Ability and School Adjustment, II," U.S. Office of Education Research Project No. 1636, (East Lansing, Michigan: Michigan State University, 1965).

¹⁴⁷Hamed Zahran, "The Self-Concept In The Psychological Guidance of Adolescents," The British Journal of Educational Psychology, 37:237-38, February, 1967.

¹⁴⁸Patricia Hishiki, "The Self-Concept of Sixth Grade Girls of Mexican-American Descent," California Journal of Educational Research, 20:56-62, March, 1969.

¹⁴⁹Fink, op. cit.

¹⁵⁰Brookover, op. cit.

¹⁵¹Bledsoe, op. cit.

Ausubel and Ausubel,¹⁵² Battle and Retter,¹⁵³ Newton,¹⁵⁴ Witty,¹⁵⁵ Havighurst and Moorefield,¹⁵⁶ Tanenbaum,¹⁵⁷ and Kvaraceous and Grams¹⁵⁸ have reported that the culturally different and ethnic minorities appear to mirror the negative attitudes others have of them and reflect this discrimination in their own negative self-image. Coleman¹⁵⁹ found that ethnic minorities, namely

¹⁵²A. Ausubel and P. Ausubel, "Ego Development Among Segregated Negro Children," in H. A. Passow (editor) Education in Depressed Areas, (New York: Bureau of Publications, Teachers College, Columbia University, 1963, pp. 109-41).

¹⁵³E. Battle and J. Retter, "Children's Feelings and Personal Control As Related to Social Class and Ethnic Group," Journal of Personality, 31:482-490, December, 1963.

¹⁵⁴Eunice Newton, "Bibliotherapy In the Development of Minority Group Self-Concept," The Journal of Negro Education, 38:257-65, Summer, 1969.

¹⁵⁵P. S. Witty, The Educationally Retarded and Disadvantaged, (Chicago: National Society for the Study of Education, 1966 Yearbook, p. 384).

¹⁵⁶Robert Havighurst and Thomas Moorefield, "The Disadvantaged in Industrial Cities," in P. S. Witty (Editor), The Educationally Retarded and Disadvantaged, (Chicago: National Society for the Study of Education, 1966 Yearbook, pp.8-20).

¹⁵⁷Abraham Tanenbaum, "Social and Psychological Considerations in the Study of the Socially Disadvantaged," in P. S. Witty (Editor), The Educationally Handicapped and Disadvantaged, (Chicago: National Society for the Study of Education, 1966 Yearbook, pp. 40-63).

¹⁵⁸W. Kvaraceous and J. Grams et al., "Negro Self-Concept: Implications for School and Citizenship," U.S. Office of Education, Washington, D.C., 1964.

¹⁵⁹Coleman, op. cit.

Mexican-Americans, Negro, Puerto Ricans and Indian-Americans, have a lower self-concept than do the Caucasian majority. Seares and Soares¹⁶⁰ contradict the findings of most authorities. In their research they found disadvantaged youngsters of Negro and Puerto Rican ancestry in grades four and six in New York City to have a slightly higher self-concept than did middle-class white youngsters in other New York City schools. They concluded that these findings are probably not accurate, because the Caucasian youngsters had to compete with other middle-class Caucasians like themselves; whereas the school of the disadvantaged Negro and Puerto Rican pupils was only composed of these two ethnic groups. Carter¹⁶¹ found contradictory results from his study with ninth grade Mexican-American pupils in California. The Mexican-American pupils self-concepts were similar to the Anglo-American pupils. As a group, the Mexican-American pupils in the study did not feel inferior but felt that their teachers considered them to be.

Significant Others

Many of the authorities reviewed emphasized the important role that significant others have in the development of a person's self-concept. The investigator felt that a discussion of this factor which influences the self-concept would add important information to this study.

In his study conducted over a four-year period of time, Brookover¹⁶² found that the perceived evaluations significant

¹⁶⁰ A. Soares and L. Soares, "Self-Perception of Culturally Disadvantaged Children," American Educational Research Journal, 6:31-46, 1969.

¹⁶¹ Carter, op. cit.

¹⁶² Brookover, op. cit.

others (teachers, counselor, parents or friends) have of a person have higher correlations with development of self-concept than any other variable. Ludwig and Maehr¹⁶³ in reviewing the research literature of self-concept found that Mead (1934) and Sullivan (1953) theorized that the development and change in the self-concept are caused by the response of significant others. Their theory was supported by the research studies of Videbeck (1960). Maehr, Mensing and Nafzger (1962) and Haas and Maehr (1965), who found that the self-concept does vary predictably with the reaction of significant others.

Sex Differences in the Self-Concept of Minority Group Pupils

Research related to the sex differences in the self-concept of minority pupils is meager. However, several studies that provide pertinent information concerning this area have been conducted.

Soares and Soares¹⁶⁴ conducted research with Negro and Puerto Rican subjects in grades four through eight in New York City, on self-concept. Their findings indicated that the males of both ethnic groups studied had significantly higher self-concepts than did the females. Carpenter and Busse¹⁶⁵ found in their research study with Negro pupils in first to fifth grade that the males had superior self-concepts to those of the females. Carter¹⁶⁶ and Landes¹⁶⁷ indicated that since Mexican-American culture placed females in a subservient position to the males, that Mexican-American females would most likely have inferior self-concepts in comparison to the males.

¹⁶³David J. Ludwig and Martin L. Maehr, "Changes In Self-Concept and Stated Behavioral Preferences," Child Development, 37:463-67, 1966.

¹⁶⁴Soares and Soares, op. cit.

¹⁶⁵Thomas Carpenter and Thomas V. Busse, "Development of Self-Concept in Negro and White Welfare Children," Child Development, 4:935-39, September, 1969.

¹⁶⁶Carter, op. cit.

¹⁶⁷Landes, op. cit.

SUMMARY

Most of the writers reviewed felt that the self-concept highly affects man's behavior. They report that there are four major factors contributing to self-concept: acceptance, successes, values and the ability to reduce failures.

Research findings indicate that self-concept and academic achievement are significantly related. Some authorities felt that the self-concept affects students' academic achievement even more so than does intellectual ability.

Although research findings are not consistent, the majority of writers reviewed reported finding a lower self-concept for minority pupils in comparison to the majority. The findings also indicated that there appeared to be a higher correlation between self-concept and academic achievement for minority pupils as compared to this correlation for majority students. These investigators also reported that male minority group pupils generally had a higher self-concept than did their female counterparts. According to the findings cited above, it would appear that minority pupils' self-concepts, in particular, need to be enhanced in order to bring about improvement in academic achievement.

Summary and Conclusions from the Review of the Literature

The investigator has concluded, after completing the review that: (1) although there is a scarcity of research available concerning Mexican-Americans, national recognition of this ethnic group is increasing, with the objective of improving the lives of these people, (2) the great differences between the Mexican-American and the Anglo-American culture have been the chief reason for the Mexican-American's difficulty in becoming

assimilated and has also caused them to be discriminated against, (3) the Mexican-American is one of the least educated citizens of the United States and has a very high drop out rate, (4) Mexican-American pupils begin to do poorly in school in about the third or fourth grade, (5) the Mexican-American is lower in both self-concept and academic achievement in comparison to the Anglo-American, (6) a bicultural type of education or group counseling approach may be most beneficial in aiding the Mexican-American toward improvement in self-concept and academic achievement, (7) research findings indicate that self-concept and academic achievement are highly related, (8) studies are needed to determine whether a traditional type of counseling approach or a bicultural type of counseling approach would be of most benefit in the improvement of the self-concept and academic achievement of Mexican-American pupils, and (9) such studies would contribute valuable information in the area of the counseling and education of Mexican-Americans.

The literature and research pertinent to this investigation have been reviewed in Chapter II. The research design and the procedure used in this present study will be presented in Chapter III.

CHAPTER III

THE DESIGN AND PROCEDURE OF THE STUDY

The preceding two chapters presented the background information concerning the study. This chapter will discuss the research design, describe the instruments used to collect the data, define the population, the schools and outline the procedures of the study. A final section of the chapter will be devoted to stating the hypotheses and problems analyzed.

I. RESEARCH DESIGN AND INSTRUMENTS

In order to analyze the data to be collected, the researcher with the aid of Dr. William Theimer, Director of the Educational Research Laboratory at the University of the Pacific, designed the research procedure and selected the statistical method to be used. An experimental pretest-posttest control group three-way analysis of covariance design was selected. This type of design permits three independent variables to be correlated to the dependent variable. Kerlinger¹ states:

Analysis of covariance is a form of analysis of variance that tests the significance of the differences between means of final experimental data by taking into account and adjusting initial differences in the data.

The dependent variables of this study were the pre and posttest scores of the Comprehensive Test of Basic Skills and of the self-concept scores. The independent variables considered were: (1) two types of group counseling treatment or lack of this treatment, (2) two elementary schools (School "A" and School "B") and (3) sex of the pupils in the study.

¹Fred N. Kerlinger, Foundation of Behavioral Research, (New York: Holt, Rinehart and Winston, Inc., 1964).

Table I, below, graphically presents the 2X3X2 research design used in analyzing the data of the study.

TABLE I
THREE-WAY ANALYSIS OF COVARIANCE DESIGN*

		<u>TREATMENTS</u>				
		BICULTURAL GROUP COUNSELING	TRADITIONAL GROUP COUNSELING	CONTROL	males	females
SCHOOL "A"	Pretest-Posttest C.T.B.S. SELF-CONCEPT	Pretest-Posttest C.T.B.S. SELF-CONCEPT	Pretest-Posttest C.T.B.S. SELF-CONCEPT			
SCHOOL "B"	Pretest-Posttest C.T.B.S. SELF-CONCEPT	Pretest-Posttest C.T.B.S. SELF-CONCEPT	Pretest-Posttest C.T.B.S. SELF-CONCEPT			

THREE-WAY ANALYSIS OF COVARIANCE DESIGN*

* This 2X3X2 research design used in analyzing the data of this study was selected upon the advice of William Theimer, Ph.D., Director of the Educational Research Laboratory at the University of the Pacific.

An additional independent variable considered was the comparison of foreign-born to native-born pupils. This comparison was possible only at School "B" since approximately 50% of its Mexican-American students were foreign-born. A two-way analysis of covariance design was utilized to analyze the data. This type of design permitted the two independent variables of: (1) birthplace and (2) treatments to be correlated to the dependent variables scores of: 1) C.T.B.S. and 2) Self-Concept. Table II, below, represents the 2X3, two-way analysis of covariance design that was used to analyze the above data.

TABLE II
TWO-WAY ANALYSIS OF COVARIANCE DESIGN*

	<u>TREATMENTS</u>		
	BICULTURAL GROUP COUNSELING	TRADITIONAL GROUP COUNSELING	CONTROL
FOREIGN- BORN	Pretest-Posttest C.T.B.S.	Pretest-Posttest C.T.B.S.	Pretest-Posttest C.T.B.S.
	SELF-CONCEPT	SELF-CONCEPT	SELF-CONCEPT
NATIVE- BORN	Pretest-Posttest C.T.B.S.	Pretest-Posttest C.T.B.S.	Pretest-Posttest C.T.B.S.
	SELF-CONCEPT	SELF-CONCEPT	SELF-CONCEPT
TOTAL POPULATION			66

*This statistical approach and research design was selected upon the advice of William Theimer, Ph.D., Director of the Educational Research Laboratory at the University of the Pacific.

Selection of Self-Concept Instrument

In a thorough review of the literature concerning the self-concept, the investigator could not find a standardized test that measured a person's feelings in regard to his ethnic group. A measurement of the Mexican-American pupils' feelings concerning their ethnic group was deemed essential for this research, since the Bicultural Counseling Method of this study attempted to enhance the self-concept and academic achievement by improving the pupils' pride in their ethnic heritage.

Kerlinger² reports that the Semantic Differential Technique can be applied to a variety of research problems. He also states that the technique is reliable and valid for most research problems. The instrument is flexible and easy to adapt to various research demands. It is also quick and economical to administer and score. The Semantic Differential Technique was developed by Osgood in 1946. It provides for a more sensitive measure of responses which express the meaning certain stimuli have for a person. The subject is given a concept and a set of bi-polar adjectival scales on which he is to indicate a position where the concept fits for him.

An example of a concept and the scale is the following:

		(Concept) <u>My Nationality</u>				
		(strong)	(average)	(neutral)	(strong)	(average)
good	_____	_____	_____	_____	_____	_____
	1	2	3		1	2
				bad		

The subject will rate his feelings toward his nationality by placing a check in the space that indicates these feelings.

²Kerlinger, op. cit.

Two decisions are involved in making a response. The first involves the selection as to which of the two adjectives best describes the concept (My Nationality) to the pupil and the second decision involves the degree to which the adjective encompasses the meaning.

Roth³ used a semantic differential technique to assess the effects of Black Studies on the self-concept of fifth grade pupils taking those courses. He found the technique most effective in assessing attitude changes in the self-concept. DiVesta,⁴ Downing⁵ and Maltz⁶ found that this technique was highly reliable and practical in the measurement of self-concept. Test-retest were reported as follows: Solley,⁷ 0.87, Helper,⁸ 0.66 to 0.83 and Osgood,⁹ 0.85.

In light of the review of the literature presented, the researcher constructed a Semantic Differential instrument to collect data for this study. The vocabulary for the test was selected through the researcher's experience in teaching and counseling with elementary school Mexican-American pupils. The instrument was composed of four

³Rodney W. Roth, "The Effects of Black Studies on Negro Fifth Grade Students," Journal of Negro Education, 38:435-39, Fall, 1969.

⁴F. DiVesta and W. Dick, "The Test-Retest Reliability of Children's Ratings on the Semantic Differential," Educational and Psychological Measurement, 26:605-17, 1966.

⁵R. Downing, G. Meed and B. Wright, "Studies of Disability: A Technique For The Measurement of Psychological Effects," Child Development, 32:561-75, 1961.

⁶H. E. Maltz, "Ontogenetic Changes In The Meaning of Concepts as Measured By The Semantic Differential," Child Development, 32:667-74, 1961.

⁷C. Solley and R. Stagner, "Effects of Magnitude of Temporal Barriers, Types of Goals and Perceptions of Self," Journal of Experimental Psychology, 51:62-70, 1956.

⁸M. Helper, "Parental Evaluations of Children's Self-Evaluations," Journal of Abnormal and Social Psychology, 56:190-4, 1958.

⁹Charles Osgood et al., The Measurement of Meaning, (Urbana, Illinois: University of Illinois Press, 1957).

subtests, each containing twenty-five pairs of bipolar adjectives. Self-concept attitudes were to be rated on the following concepts: (1) nationality, (2) self, (3) most teachers and (4) school. Scoring was tabulated by assigning one to five points to each item: five for the strongest self-concept, four for the next strongest and so on down the scale with one point awarded to the poorest self-concept possible for the item. A copy of the instrument is located in Appendix B of the present study.

In order to test the validity of this instrument for the measurement of self-concept, the investigator conducted a pilot study with twenty-nine Mexican-American pupils at Burbank School in Stockton. The Semantic Differential prepared by the researcher and the Coopersmith¹⁰ "Self-Esteem Inventory" (SEI) were both administered to the students.

The (SEI) is a fifty item "like me," "unlike me" questionnaire concerning the self-attitudes of students stated in easy language. The (SEI) is partially based on items from the Rogers¹¹ and Diamond Scale. Coopersmith¹² worked with over one thousand fifth and sixth grade pupils to refine the instrument. He found that the (SEI) scale correlated significantly at the .01 level with the Iowa Achievement Test Scores. An example of an item on the (SEI) is the following: I spend a lot of time daydreaming. like me unlike me
Total self-concept is derived from the number of high self-esteem items marked by the subject. This score is then multiplied by two.

¹⁰Stanley Coopersmith, The Antecedents of Self-Esteem, (San Francisco: W. H. Freeman and Company, 1967).

¹¹Carl Rogers and R. Dymond, Psychotherapy and Personality Change, (Chicago: University of Chicago Press, 1954).

¹²Stanley Coopersmith, "A Method for Determining Types of Self-Esteem," Journal of Educational Psychology, 59:87-94, 1959.

No points are allowed for low self-esteem items selected. A copy of the (SEI) is located in Appendix C of this study.

A Pearson r correlation was computed by the investigator for the scores obtained on the Semantic Differential and the (SEI) in the pilot study. The r's ranged from a high of 0.611 correlation for total Semantic Differential and SEI to 0.461 correlation (the lowest) for nationality Semantic Differential subtest and SEI. These findings, therefore, indicated that the SEI measured approximately 37% of similar attitudes found in the total Semantic Differential and about 20% found in the nationality subtest. The correlations for all Semantic Differential tests with the SEI were found to be significant beyond the .01 level. These findings, therefore, indicate that the Semantic Differential instrument constructed by the investigator correlated fairly positively with the (SEI) for the pilot study population. Tables III, IV, V, VI and VII present the findings of the pilot study.

TABLE III

Pearson r Correlations (SEI) and Semantic Differential (Total)

		<u>Mean Self-Concept Scores</u>	
(SEI)		56.55	
Semantic Differential		373.62	
N <u>29</u>	df <u>29</u>		r <u>0.611</u> p <u>< .01</u>

TABLE IV

Pearson r Correlations (SEI) and Semantic Differential (Most Teachers)

		<u>Mean Self-Concept Scores</u>	
(SEI)		56.55	
Most Teachers		97.10	
N <u>29</u>	df <u>29</u>		r <u>0.490</u> p <u>< .01</u>

key df = Degrees of freedom
n = number

TABLE V

Pearson r Correlations (SEI) and Semantic Differential (School)

	<u>Mean Self-Concept Scores</u>			
(SEI)	56.55			
School	90.58			
N == 29	df == 29	r == 0.509	p	< .01

TABLE VI

Pearson r Correlations (SEI) and Semantic Differential (Myself)

	<u>Mean Self-Concept Scores</u>			
(SEI)	56.55			
Myself	93.73			
N == 29	df == 29	r == 0.527	p	< .01

TABLE VII

Pearson r Correlations (SEI) and Semantic Differential (Nationality)

	<u>Mean Self-Concept Scores</u>			
(SEI)	56.55			
Nationality	92.14			
N == 29	df == 29	r == 0.461	p	< .01

Selection of a Standardized Achievement Test

The Comprehensive Test of Basic Skills (CTBS) was selected as the standardized achievement instrument to measure the pupils' pre-treatment and post-treatment achievement in reading, language and arithmetic. One of the reasons for its selection in the study was that it is the state mandated achievement test, administered yearly to all sixth grade public school pupils in California. Level 2 of Forms Q and R is designed for students in grades four, five and six;

therefore, the same level could be administered to all the pupils involved in the study. The CTBS series is structured with a rationale that delimits the scope of the tests to the areas of basic skills needed in the academic disciplines. The tests are designed to allow teachers to understand pupils or groups' strengths and weaknesses in terms of the curriculum.¹³

The CTBS Bulletin of Technical Data¹⁴ reports the following information concerning the tests' advantages for research:

The CTBS Expanded Standard Score Scale has a number of properties which together make it uniquely advantageous for use in research. The combination of interval scaling, long term stability, wide range of performance covered, and normalcy of distribution occur for no other type of scale. Typical standard scores have a limited range. Grade equivalents do not form an interval scale and may not be normally distributed. Raw scores present problems when the research design calls for retesting with a different form or level.

An example of a research program which illustrates the use of the Expanded Standard Score Scale would be a study comparing the performance of an experimental vs. a control group on a pre-post testing schedule. The use of Expanded Standard Scores would be in keeping with the assumptions of normality of distribution and interval scaling which are necessary for the use of analysis of variance or Student's *t* which might be used to test for significant differences in growth between the experimental and control groups.

Other research programs are designed to test for the impact of a change in school policy on basic skills learning rates. Many such studies are longitudinal in nature requiring the use of a scale which will not vary between testing times, or which gives comparable scores independent of the grades or levels involved. For example, when a tax measure fails to

¹³Verna White, "The Comprehensive Tests of Basic Skills: A Rejoinder From the Publisher," Journal of Educational Measurement, 7:60-62, Spring, 1970.

¹⁴California Test Bureau, "CTBS - Comprehensive Test of Basic Skills," Bulletin of Technical Data No. 2, p. 11, September, 1969.

pass and classes must be increased in size because of resulting teacher shortage. , one might be interested in checking the impact of such increased class size on the growth of basic skills across grades. As another example, one might wish to compare long-term performance in two similar schools, where one school has instituted an innovation in teaching methods or curriculum and the other has not. The CTBS Expanded Standard Scores facilitate such longitudinal studies.

Because of the advantages cited above, it would appear that the CTBS was an ideal instrument for this study. An additional feature of the CTBS that provided added appeal for the purpose of this study was its independence of form and level, since an alternate form was administered for the posttest and the Stockton school (School "A") found it more expedient to have their fourth grade students tested with a different level of the test.

II PROCEDURES OF THE STUDY

The investigator decided to conduct the research in two elementary schools in order to improve the generalizability of the findings. Permission to conduct the research was granted the researcher by Jackson School in Stockton (School "A") and Garfield School in Redwood City, California (School "B"). The two elementary schools approximately one hundred miles apart had a sizeable Mexican-American population. The ethnic and racial population of the two schools in percentages during the 1970-71 schoolyear was as follows:

	(School "A") <u>Jackson School</u> ¹⁵	(School "B") <u>Garfield School</u> ¹⁶
<u>Racial Group</u>		
Mexican-American	42.5%	32.8%
Other-white	15.4%	58.4%
Black	14.9%	4.6%
Oriental	19.4%	2.4%
Other non-white	7.8%	1.8%
	<u>100.0%</u>	<u>100.0%</u>

¹⁵ Stockton Unified School District, Racial and Ethnic Report, (Stockton: Office of the Superintendent, October 21, 1969) mimeographed.

¹⁶ Redwood City School District, A Report on Alternate Plans to Correct Ethnic Imbalance in the Redwood City School District, (Redwood City: Office of the Superintendent, October 1, 1970) mimeographed.

As the investigator became more familiar with the two schools he found the following similarities and differences, some of the differences became variables in the study.

(School "A")	<u>SIMILARITIES</u>	(School "B")
<u>Jackson School</u> (Stockton)		<u>Garfield School</u> (Redwood City)
<ol style="list-style-type: none"> 1. Average I.Q. 89. (119 - 4th, 5th and 6th graders of Mexican-American descent. Large-Thorndike Test 1969-70) 2. Working class neighborhood, composed mainly of lower socio-economic class (according to school officials). 3. Large elementary school - 650 enrollment in 1970-71, (according to school officials). 		<ol style="list-style-type: none"> 1. Average I.Q. 90.6 (91 - 4th, 5th and 6th graders of Mexican-American ancestry. Large-Thorndike Test 1969-70). 2. Working class area of the city. Most of the population would be classified as lower income class (according to school officials). 3. Considered a large elementary school - enrollment 746 in 1970-71 (according to school officials).

(School "A")	<u>DIFFERENCES</u>	(School "B")
<u>Jackson School</u> (Stockton)		<u>Garfield School</u> (Redwood City)
<ol style="list-style-type: none"> 1. Over 50% of the school population is of minority ethnic groups. 2. Located in an urban community. (Stockton is the largest city of San Joaquin County, having a population of 112,000.) 3. More than 90% of the Mexican-American pupils were native-born. 		<ol style="list-style-type: none"> 1. More than 50% of the students belong to the majority ethnic group. 2. Located in a suburban community. (Redwood City is considered a suburb of San Francisco - its population is approximately 60,000.) 3. Approximately 50% of the Mexican-American pupils were foreign-born.

The researcher selected the fourth, fifth and sixth grade levels because it was felt that the students in these grades were mature enough to understand the counseling presentations and test directions.

The researcher divided the Mexican-American population at each school into two categories: (1) by grade levels - fourth, fifth and sixth and (2) by sex from each grade level. From these two categories, twelve males and twelve females of each grade level were randomly selected to be in the study at each school. Thus, thirty-six boys and thirty-six girls, a total of seventy-two pupils, were selected from each school to be in the study, for a grand total of one hundred and forty-four pupils in the two schools combined. The seventy-two subjects from each school were administered the CTDS and Semantic Differential technique in early November 1970. These test results were the pre-test data. The post-tests were administered at the end of May 1971, following the completion of the counseling treatments.

Description of Research Groups in Both Schools

The seventy-two subjects from each school were dichotomized by randomized selection into three main groups containing twenty-four members (twelve males and twelve females) in equal representation from each of the three grade levels). The three groups were treated for twenty* weekly sessions in the following manner:

Group #1 - (The Bicultural Counseling group). This group was divided into two subgroups containing twelve members (six males and six females equally represented from each of the three grade levels) was counseled for forty minutes once a week. The counselor employed techniques and methods of developing ethnic pride. Mexican-American speakers, movies, filmstrips accompanied with recordings and biographies and literature concerning the culture and heritage of Mexican-Americans were provided for the pupils. In addition, the group was taken on an eight hour fieldtrip to Mission San Juan Bautista to visit the museum and view the artifacts of the Mexican, Indian and Spanish builders. Group dynamics techniques that insured the participation of all members were an important facet of the counseling. Similar materials

*The total of 20 group counseling sessions was decided upon by reviewing over one hundred group counseling studies. In the review of available research it appeared that group counseling conducted over a longer period of time was more successful in assessing growth in skills.

and techniques were employed for this group at both schools. Counseling was conducted on Mondays in Redwood City and on Wednesdays in Stockton.

Group #2 (Traditional Group Counseling). This group was selected and dichotomized in the same manner as Group #1 described in the previous paragraph. The group received traditional group counseling approach. This approach attempted to improve the pupils' self-concept in scholastic ability. School adjustment along with the learning of scholastic skills of listening, studying, preparing reports and how to take tests were reviewed and discussed. Discussions also involved the common problems brought up during the sessions. Guidance and study skills movies were viewed and discussed. This group took a fieldtrip to San Francisco. A planetarium show concerning space explorations was seen. The aquarium, various museums and the zoo were also visited on this trip, which lasted for about eight hours. Group dynamics techniques were utilized by the counselor in order to insure the involvement of all members. The counseling sessions were conducted on Thursdays in Stockton and on Fridays in Redwood City for 40 minutes.

Group #3 (Control Group). This group containing twenty-four subjects (twelve males and twelve females equally represented from the fourth, fifth and sixth grade levels) did not meet as a group with the researcher.

The researcher, an experienced and certificated school counselor, conducted the counseling at both schools. A dated session by session accounting of the counseling techniques and materials utilized in Groups #1 and #2 at each school is located in Appendix A of the study.

III. STATISTICAL PROCEDURES AND HYPOTHESES

The purpose of this research study was to explore the effects of two types of group counseling upon the academic achievement and self-concept of elementary school Mexican-American students. The data were collected and treated in four areas: (1) effects of the two types of group counseling treatments, (2) school ("A" or "B") attended by the

students, (3) sex of the subjects and (4) birthplace (native-born or foreign-born) of the students (this comparison was only possible at School "B". The possible interaction of treatments, school and sex was also analyzed. A three-way analysis of covariance research design was utilized to analyze the effects of the independent variables: treatments, schools and sex. The relationship between treatments and the foreign-born-native-born variable was analyzed by a two-way analysis of covariance.

IBM cards were punched for each student to indicate the following data: (1) identification number of the student, (2) place of birth, (3) school, (4) sex, (5) counseling method or control group, (6) pre and post total CTBS scores, (7) pre and post reading score, (8) pre and post language scores, (9) pre and post math scores, (10) pre and post Semantic Differential scores. This data was then analyzed by an electronic computer, utilizing the MANOVA program.

Hypotheses of the study

There are five major hypotheses in this study. They are concerned with the relationship between the counseling treatments, schools, sex, place of birth and the dependent variables which consist of the scores for academic achievement and self-concept. These hypotheses are:

1. Bicultural group counseling will produce more significant improvement in academic achievement and self-concept areas than traditional group counseling or control.
2. Mexican-American subjects attending School "B" will be significantly better in the improvement of academic achievement and/or self-concept than School "A" pupils because of bicultural group counseling.
3. Male Mexican-American students will improve more significantly than females in the areas of academic achievement and/or self-concept due to bicultural group counseling.
4. Foreign-born Mexican-American subjects will have greater significant improvement in academic achievement and/or self-concept due to bicultural group counseling than the native-born pupils.

5. There will be a significant interaction between counseling treatment, sex and school attended in relation to the self-concept and/or academic achievement.

IV. SUMMARY

Chapter III has (1) discussed the research design and instruments used in the study, (2) outlined the procedures, (3) defined the population and described the schools, (4) reviewed the statistical procedures and (5) stated the hypotheses and problems to be analyzed. Chapter IV will present an analysis and findings of the collected data.

CHAPTER IV

PRESENTATION OF THE COLLECTED DATA AS REVEALED BY THE INVESTIGATION

It was the purpose of this research study to consider the effects of two types of group counseling treatments upon the academic achievement and self-concept of elementary school Mexican-American students. The data were collected and treated in four areas: (1) effects of the bicultural group counseling and traditional group counseling, (2) School ("A" or "B") attended by the subjects, (3) sex of the pupils and (4) birthplace (foreign-born or native-born) of the subjects (this comparison was only possible in School "B" due to its having an almost equal proportion of native-born and foreign-born pupils. The data considering the effects of treatments, schools and sex were analyzed by the implementation of three-way analyses of covariance research designs. The relationship between treatments and birthplace was analyzed by two-way analyses of covariance designs.

The data were examined by utilization of three-way analyses of covariance research designs to:

1. Find whether bicultural group counseling was significantly better than traditional group counseling in the improvement of academic achievement of randomly selected Mexican-American pupils in elementary school.
2. Discover if bicultural group counseling produced more significant improvement in the total self-concept of pupils involved in the study as compared to traditional group counseling.
3. Assess the possible differences in the improvement of academic achievement due to the counseling treatments with subjects who attended elementary School "A" or "B."
4. Determine whether pupils who attended School "A" or "B" differed significantly in self-concept improvement because of the counseling treatments.

5. Measure the possible differences between male and female subjects' academic achievement improvement due to the counseling treatments.
6. Discover if male and female subjects differed significantly in self-concept improvement because of the counseling treatments.

The data were also analyzed to consider the possible effects of the independent variables of sex and school to:

1. Determine if in relation to the counseling treatments there was a significant interaction between sex and school in the improvement of academic achievement.
2. Measure the possible differences of improvement in self-concept due to the treatments of males and females attending elementary School "A" or "B."
3. Assess whether there was a significant triple interaction between treatments, sex and school in relation to the subjects' improvement in academic achievement.
4. Treat the possible triple interaction between treatment methods, sex and school for an effect upon self-concept improvement.

Data were analyzed by two-way analyses of covariance research designs to:

1. Discover if bicultural group counseling was significantly better than traditional group counseling for native-born or foreign-born subjects (found only in equal proportion in School "B") in terms of improvement in academic achievement.
2. Measure the possible differences in the improvement of self-concept between foreign-born and native-born subjects (School "B") due to the counseling treatments.

In order to make an analysis of the data, the investigator had the information punched onto IBM cards and processed by an International Business Machines computer located at Stanford University. Due to incomplete data in some areas the total number of subjects

cards that could be processed by the computer was reduced from 144 to 134. The results of the processed data are presented in a number of tables included in this chapter and Appendix D of this report. The tables are analyzed and explained in the following pages.

The dependent variables of this research study were pretest-posttest scores for: academic achievement measured by total CTBS achievement tests and CTBS subtests of reading, language and arithmetic and 2) self-concept measured by the Semantic Differential (total score) and the feelings toward nationality subtest.

The hypotheses of the study stated in null form are:

1. There will be no significant difference between treatment methods in the improvement of academic achievement and/or self-concept.
2. Mexican-American subjects attending the majority elementary school will not be significantly better in the improvement of academic achievement and/or self-concept than the minority school pupils because of the treatments.
3. Male subjects will not improve more significantly than females in the areas of academic achievement and/or self-concept due to the counseling treatments.
4. Foreign-born Mexican-American students will not have greater self-concept and academic achievement than the native-born because of group counseling treatment methods.
5. There will not be a significant interaction between treatment, sex and schools in relation to the self-concept and/or academic achievement.

I. THREE-WAY ANALYSES OF COVARIANCE PRESENTATIONS

Data in Tables VIII, IX, X and XI present the results of the analysis of covariance for change in total academic achievement and subtests of reading, language and arithmetic. The independent

variables were: (1) treatments, (2) sex and (3) schools.

Variance for the treatments variable indicated no significance in change of total academic achievement and subtests. The variable represented the mean pretest-posttest scores of randomly assigned subjects receiving: 1) bicultural group counseling, 2) traditional group counseling and 3) the control group.

Null hypothesis number one stating that there will be no significant difference between treatment methods in the improvement of academic achievement and self-concept was accepted.

Variables of treatment and schools did not demonstrate a significant variance in their interaction. Thus, the comparison of schools for difference in treatment effects proved to be non-significant.

Null hypothesis number two reporting that there would be no significant interaction on the subjects' academic achievement change due to school and treatment was accepted.

The independent variables of sex and treatment also proved to be non-significant. These variables represented the pre and post-test mean total CTBS and subtest scores of the sixty-seven male subjects compared to the sixty-seven females involved in the study.

Null hypothesis number three indicating that the sex of the subjects and treatment would not produce significant differences in academic achievement was accepted.

The triple interaction of treatment, sex and school in the area of achievement was found to be not significant. Thus, each of these independent variables did not significantly produce an interaction or effect on the other variables. Therefore, null hypothesis number five relating that there would be no significant interaction between treatment, sex and school was accepted.

Likewise, the interaction of school and sex variables proved to be non-significant. Therefore, in comparing the differences of change in academic achievement of males and females attending School "A" and School "B", the interaction produced was not significant.

Only one of the F ratios from the table of academic achievement (Table X) proved to be significant beyond the .05 level of significance. This significance was found with the control variable of sex for the CTES language subtest. Pretest and posttest raw scores of change in language indicated that the girls scored greater change in improvement than the boys.

The cell means presented in Table XII report that the females mean score of 40.57 in the pretest improved to 47.90 score for the posttest, a change of + 7.33 mean points. Males pretest score of 38.22 improved to 43.02 mean points in the posttest, a change of +4.80 mean points. The females + 7.33 mean points gain as compared to males +4.80 mean points gain produced a significant variance beyond the .05 level of significance.

Appendix D will contain the tables of cell means for the non-significant variables.

TABLE VIII
ANALYSIS OF COVARIANCE FOR CHANGE IN (CTBS) ACHIEVEMENT
TEST SCORES - (TOTAL) Pretest-Posttest

Scores	df	SS	MS	F	sig.
Treatments	2.	604.000	302.000	0.488	NS
Sex	1.	1959.500	1959.500	3.164	NS
Schools	1.	626.625	626.625	1.012	NS
Treatment X Sex	2.	30.750	15.375	0.025	NS
Treatment X School	2.	330.313	165.156	0.267	NS
Sex X School	1.	655.500	655.500	1.059	NS
Treatment X Sex X School	2.	1606.813	803.406	1.297	NS
Within	121.	74931.438	619.268		
Total	132.	80744.939			

Key

df	Degrees of freedom	F	Test for significance
SS	Sum of squares	sig.	Significance
MS	Mean squares	NS	Not significant

TABLE IX
ANALYSIS OF COVARIANCE FOR CHANGE IN (CTBS) READING SUBTEST

Source	df	SS	MS	F	sig.
Treatments	2.	207.633	103.816	0.807	NS
Sex	1.	14.582	14.582	0.113	NS
Schools	1.	427.652	427.652	3.324	NS
Treatment X Sex	2.	293.688	146.844	1.141	NS
Treatment X School	2.	510.727	255.363	1.985	NS
Sex X School	1.	207.633	103.816	0.807	NS
Treatment X Sex X School	2.	236.422	118.211	0.919	NS
Within	121.	15568.129	128.662		
Total	132.	17466.466			

Key

df Degrees of freedom
SS Sum of squares
MS Mean squares

F Test for significance
sig. Significance
NS Not significant

TABLE X
ANALYSIS OF COVARIANCE FOR CHANGE IN (CTBS) LANGUAGE SUBTEST

Source	df	SS	MS	F	sig.
Treatments	2.	118.027	59.014	0.848	NS
Sex	1.	344.633	344.633	4.953	< .05
Schools	1.	152.824	152.824	2.197	NS
Treatment X Sex	2.	97.684	48.842	0.702	NS
Treatment X School	2.	218.926	109.463	1.573	NS
Sex X School	1.	117.063	117.063	1.683	NS
Treatment X Sex X School	2.	99.637	40.818	0.716	NS
Within	121.	8418.672	69.576		
Total	132.	9567.466			

Key

df Degrees of freedom
SS Sum of squares
MS Mean squares

F Test for significance
sig. Significance
NS Not significant
< Significant at .01 or .05 level

TABLE XI
ANALYSIS OF COVARIANCE FOR CHANGE IN (CTBS) ARITHMETIC SUBTEST

Source	df	SS	MS	F	sig.
Treatments	2.	57.801	28.900	0.188	NS
Sex	1.	316.742	316.742	2.064	NS
Schools	1.	271.840	271.840	1.772	NS
Treatment X Sex	2.	39.613	19.807	0.129	NS
Treatment X School	2.	256.242	128.121	0.835	NS
Sex X School	1.	138.641	138.641	0.904	NS
Treatment X Sex X School	2.	207.359	103.680	0.676	NS
Within	121.	18566.176	153.439		
Total	132.	19854.414			

Key

df Degrees of freedom
SS Sum of squares
MS Mean squares

F Test for significance
sig. Significance
NS Not significant

TABLE XII
MEAN CHANGE OF SCORES IN THE (CTBS) LANGUAGE SUBTEST BY SEX

	MALES	FEMALES
Pretest	38.22	40.57
Posttest	43.02	47.90
Total change	+ 4.80	+ 7.33
Male N = 67	Total N = 134	
Female N = 67		

The analyses of covariance for change in total self-concept measurement and feelings toward nationality subtest are presented in Table XIII and in Table XIV of this dissertation report.

One of the F ratios for significance from each of the three-way analyses of covariance for total self-concept and nationality subtest proved to be significant beyond the .01 level of significance, which was the control variable of school for both.

The cell means, Table XV for total self-concept change in School "A" and School "B", indicates that: the subjects in School "B" had a +24.862 mean score improvement from pretest to posttest, while School "A" subjects improved only + 2.227 points. The difference of change in this comparison between majority school and minority school subjects was significant at the .01 level of significance. Thus, School "B" students had significantly greater improvement in total self-concept measure in comparison to School "A" pupils.

Table XVI, reporting on the cell means of change in the self-concept subtest concerning feelings toward nationality, show a 9.15 points gain for School "B" pupils from pretest to posttest. School "A" subjects had a 5.38 points posttest gain over the pretest score. The change difference between School "B" and School "A" subjects was significant at the .01 level. Therefore, School "B" subjects improved in their feelings toward their nationality more significantly than did the School "A" students.

TABLE XIII
ANALYSIS OF COVARIANCE FOR CHANGE IN SELF-CONCEPT

Source	df	SS	MS	F	sig.
Treatments	2.	542.375	271.188	0.127	NS
Sex	1.	543.000	543.000	0.255	NS
Schools	1.	25979.688	25979.688	12.200	< .01
Treatment X Sex	2.	105.500	52.750	0.025	NS
Treatment X School	2.	208.875	104.438	0.049	NS
Sex X School	1.	1897.375	1897.375	0.891	NS
Treatment X Sex X School	2.	5510.563	2755.281	1.294	NS
Within	121.	257673.250	2129.539		
Total	132.	292460.626			

Key

df Degrees of freedom
SS Sum of squares
MS Mean squares

F Test for significance
sig. Significance
NS Not significant
< Significant at .01 or .05 level

TABLE XIV
ANALYSIS OF COVARIANCE FOR CHANGE IN SELF-CONCEPT OF FEELINGS TOWARD
NATIONALITY SUBTEST

Source	df	SS	MS	F	sig.
Treatments	2.	150.762	75.381	0.394	NS
Sex	1.	38.805	38.805	0.203	NS
Schools	1.	1613.063	1613.063	8.426	< .01
Treatment X Sex	2.	177.008	88.504	0.462	NS
Treatment X School	2.	71.594	35.797	0.187	NS
Sex X School	1.	482.664	482.664	2.521	NS
Treatment X Sex X School	2.	627.395	313.697	1.639	NS
Within	121.	23163.512	191.434		
Total	132.	26324.803			

Key

df Degrees of freedom
SS Sum of squares
MS Mean squares

F Test for significance
sig. Significance
NS Not significant
< Significant at the .01 or
.05 level

TABLE XV
MEAN CHANGE OF SELF-CONCEPT BY SCHOOL

	School "A"	School "B"
Pretest	367.535	378.548
Posttest	369.762	403.410
Total change	+2.227	+24.862
School "A" N = 65		
School "B" N = 69		
Total N = 134		

TABLE XVI
MEAN CHANGE IN SELF-CONCEPT OF FEELINGS TOWARD NATIONALITY
SUBTEST

	School "A"	School "B"
Pretest	93.03	97.07
Posttest	98.41	106.22
Total change	+5.38	+9.15
School "A" N = 65		
School "B" N = 69		
Total N = 134		

Since none of the F ratios from the three-way analysis of covariance of treatments with total self-concept score and the nationality subtest were significant, further explanation is not needed. The following null hypotheses are therefore accepted.

1. There will be no significant difference between treatment methods in the improvement of academic achievement and/or self-concept.
2. Mexican-American subjects attending School "B" will not be significantly better in the improvement of academic achievement and/or self-concept than the School "A" pupils because of the treatment.
3. Male subjects will not improve more significantly than females in the areas of academic achievement and/or self-concept due to the counseling treatments.
4. There will not be a significant interaction between treatment, sex and schools in relation to the self-concept and/or achievement.

The cell means of the non-significant F ratios of the various variables analyzing the self-concept and the nationality subtest will also be found in Appendix D.

II. TWO-WAY ANALYSES OF COVARIANCE PRESENTATIONS

Data in Tables XVII, XVIII, XIX and XX present the results of the four two-way analyses of covariance concerning: 1) change of scores in the Comprehensive Test of Basic Skills (CTBS) in achievement total test, 2) Reading (CTBS) subtest, 3) Language (CTBS) subtest and 4) Arithmetic (CTBS) subtest. The independent variables were birthplace and treatments. None of the treatment analyses for birthplace proved to be significant. Therefore, the following null hypothesis dealing with birthplace was accepted. It reads, "Foreign-born Mexican-American students will not have greater self-concept and or

academic achievement than the native-born because of the treatment methods."

One of the F ratios (Table XX) from the analyses of covariance for change in total (CTBS) and (CTBS) subtests proved significant beyond the .05 level. A significant interaction for the control variable of birthplace was found in the (CTBS) Arithmetic subtest.

The Cell Means Table XXI for change in arithmetic achievement reports that: the foreign-born subjects gained +9.67 mean points improvement from pretest to posttest compared to a gain of +3.43 points for the native-born. This difference in gain was found to be significant at the .05 level of significance, favoring the foreign-born.

Appendix D will contain the various tables for the non-significant cell means for the variables of birthplace and treatments.

TABLE XVII
ANALYSIS OF COVARIANCE FOR CHANGE IN (CTBS) TOTAL BY FOREIGN-BORN
AND NATIVE-BORN

Source	df	SS	MS	F	sig.
Treatment	2.	839.012	419.506	0.596	NS
Birthplace	1.	1086.414	1086.414	1.544	NS
Treatment X Birthplace	2.	559.898	279.949	0.398	NS
Within	62.	43621.777	703.577		
Total	67.	46017.101			

Key

df Degrees of freedom
SS Sum of squares
MS Mean squares

F Test for significance
sig. Significance
NS Not significant

TABLE XVIII
ANALYSIS OF COVARIANCE FOR CHANGE IN (CTBS) READING SUBTEST BY
FOREIGN-BORN AND NATIVE-BORN

Source	df	SS	MS	F	sig.
Treatment	2.	416.855	208.428	1.451	NS
Birthplace	1.	47.410	47.410	0.330	NS
Treatment X Birthplace	2.	294.438	147.219	1.025	NS
Within	62.	8903.527	143.605		
Total	67.	9662.230			

TABLE XIX
ANALYSIS OF COVARIANCE FOR CHANGE IN (CTBS) LANGUAGE SUBTEST
BY FOREIGN-BORN AND NATIVE-BORN

Source	df	SS	MS	F	sig.
Treatment	2.	300.582	150.291	1.660	NS
Birthplace	1.	3.703	3.703	0.041	NS
Treatment X Birthplace	2.	36.387	18.193	0.201	NS
Within	62.	5614.633	90.599		
Total	67.	5955.305			

Key

df Degree of freedom
SS Sum of squares
MS Mean squares

F Test for significance
sig. Significance
NS Not significant

TABLE XX
ANALYSIS OF COVARIANCE FOR CHANGE IN (CTBS) ARITHMETIC SUBTEST
BY FOREIGN-BORN AND NATIVE-BORN

Source	df	SS	MS	F	Sig.
Treatment	2.	212.781	106.391	0.627	NS
Birthplace	1.	809.172	809.172	4.766	.05
Treatment X Birthplace	2.	64.801	32.400	0.191	NS
Within	62.	10525.801	169.771		
Total	67.	11612.555			

Key

df Degrees of freedom
SS Sum of squares
MS Mean squares

F Test for significance
sig. Significance
NS Not significant
< Significant at .01 or
or .05 level

TABLE XXI
MEAN CHANGE IN (CTBS) ARITHMETIC SUBTEST BY BIRTHPLACE

	Foreign-born	Native-born
Pretest	48.74	48.49
Posttest	58.41	51.92
Total change	+ 9.67	+ 3.43

Foreign-born N = 31
Native-born N = 38
Total N = 69

Tables XX and XXI present the two-way analyses of covariance, comparing the total self-concept and feelings toward nationality subtest for the foreign-born and native-born subjects.

None of the F ratios in these tables proved to be significant beyond the .05 level of significance. As a result of these findings, null hypothesis number four, indicating that foreign-born Mexican-American students would not have greater self-concept improvement than native-born because of the treatments, was accepted.

TABLE XXII
ANALYSIS OF COVARIANCE FOR CHANGE IN SELF-CONCEPT
BY FOREIGN-BORN AND NATIVE-BORN

Source	df	SS	MS	F	Sig.
Treatment	2.	145.500	72.750	0.029	NS
Birthplace	1.	207.438	207.438	0.082	NS
Treatment X Birthplace	2.	566.188	283.094	0.111	NS
Within	62.	157465.500	2539.766		
Total	67.	158384.626			

Key

df Degrees of freedom
SS Sum of squares
MS Mean squares

F Test for significance
sig. Significance
NS Not significant

TABLE XXIII
ANALYSIS OF COVARIANCE IN SELF-CONCEPT OF FEELINGS TOWARD NATIONALITY
SUBTEST - FOREIGN-BORN AND NATIVE-BORN

Source	df	SS	MS	F	Sig.
Treatment	2.	25.641	12.820	0.052	NS
Birthplace	1.	98.180	98.180	0.397	NS
Treatment X Birthplace	2.	163.582	81.791	0.331	NS
Within	62.	15328.078	247.227		
Total	67.	15615.481			

Key

df Degrees of freedom
SS Sum of squares
MS Mean square

F. Test for significance
sig. Significance
NS Not significant

III. SUMMARY

This chapter has presented data in three general areas:

1. Three-way analyses of covariance designs were done for the dependent variables: total (CTBS) achievement test scores, (CTBS) achievement subtests in reading, language and arithmetic, self-concept measured by the Semantic Differential and the nationality subtest of self-concept. The above dependent variables were analyzed with three independent variables: a) treatments - (Bicultural group counseling, Traditional group counseling and Control), b) sex of the subject and c) school attended - elementary School "A" or "B."
2. Two-way analyses of covariance designs were run in order to compare foreign-born and native-born subjects (found in fairly equal proportion only in the School "B") with the treatments listed in number one above. The dependent variables for the two-way analyses of covariance were birthplace and treatments.
3. Cell means of independent variables that were found to be significant beyond the .05 level of significance were presented in various tables throughout the chapter. Tables for the non-significant variables are presented in Appendix D of this report.

In analyzing the data, the researcher, with the aid of an International Business Machine computer, first considered the four three-way analyses of covariance done for the dependent variables of (CTBS) achievement total and the subtests for reading, language and arithmetic. None of the treatment analyses in the academic achievement area proved to be significant. Thus, null hypotheses numbers one, two, three and five in relation to treatment, school and sex were accepted. The language analysis of covariance with sex control for the dependent variable reported significance. Females were significantly better (.05 level) than males in the improvement of CTBS language scores from pretest to posttest.

The treatment analyses with the dependent variable of self-concept (total) and feelings toward nationality subtest also indicated no significant variance. Significant interactions at the .01 level were found for the control variables of school attended with both dependent variables of self-concept (total) and feelings toward nationality subtest. In both analyses the subjects from School "B" improved more significantly than students in School "A."

The independent variable of treatments with birthplace produced no significant variances in either academic achievement or self-concept. Therefore, null hypothesis number four was accepted. It reported that foreign-born Mexican-American subjects would not have significantly greater improvement than the native-born due to the treatments in academic achievement and self-concept.

The control variable of birthplace indicated significant variance in the (CTBS) arithmetic achievement subtest. This significant variance at the .05 level favored the foreign-born subject.

The final chapter of this report will present conclusions based upon the investigation. Recommendations will also be made for further research in various areas of this study.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS AND SUMMARY

Various conclusions and recommendations were developed from this research in relation to the assumptions and limitations stated in Chapter I. These will be discussed in the following pages.

I. CONCLUSIONS DRAWN FROM THE INVESTIGATION

Conclusions are outlined under two subheadings: (1) conclusions drawn from the various three-way analyses of covariance exploring the effects of treatments, sex and school on the subject's academic achievement and self-concept and (2) conclusions based upon the two-way analyses of covariance examining treatments and birthplace of students for effects upon academic achievement and self-concept.

Conclusions from Three-Way Analyses of Covariance Research

This section of the study considered three independent variables. They were: (1) type of group counseling treatment (bicultural or Traditional received by the subjects, (2) sex, and (3) elementary school (School "A" or School "B") attended.

The dependent variables were: (1) pretest-posttest academic achievement test (CTBS) total scores and (CTBS) subtest scores in reading, language and arithmetic areas, and (3) pretest-posttest self-concept total score and the subtest scores in feelings toward nationality.

None of the variances for the treatments variable proved to be significant in this study. Therefore, all of the treatments null hypotheses were accepted. They are stated as follows:

1. There will be no significant difference between treatment methods in the improvement of academic achievement and/or self-concept.
2. Mexican-American subjects attending School "B" elementary school will not be significantly better in the improvement of academic achievement and/or self-concept than School "A" pupils because of the treatments.
3. Male subjects will not improve more significantly than females in the areas of academic achievement and/or self-concept due to the counseling treatments.
4. There will not be a significant interaction between treatment, sex and schools in relation to the self-concept and/or academic achievement.

The results of this study should be considered with caution, because of the following weaknesses: 1) The weekly group counseling session with the treatment groups may not have been frequent enough to bring about change, 2) The 20-week duration period of the group counseling sessions may not have been a long enough period of time in which authoritative evaluations could be made, and 3) The group counseling conducted in this study was not an integral part of the school curriculum.

The weaknesses listed above appear to be common with most of the bicultural studies found in many schools. Certain implications and considerations that arise as a result of this study would strengthen bicultural studies programs. These are as follows: Bicultural studies programs must be carefully developed with innovative practices and frequent sessions should be conducted during the week, 2) the programs should involve the total school experience of the students in order to affect self-concept and academic achievement. Non Mexican-American peers, teachers, administrators and the community

must all be involved in the studies because these factors influence the self-concept development and academic achievement of the students, and 3) school districts should recruit and maintain well qualified minority teachers, counselors and administrators with whom minority youngsters can identify.

The investigator agrees with the viewpoint of Forbes,¹ who states that the varied background of experiences and skills of Mexican-American pupils should be utilized as the means to develop their potential and also for the enrichment of the school program of non-Mexican students. Cross-cultural education will acquaint students with the rich heritage of the Southwest. The school should also serve as a bridge between the Mexican pupils' environment and the adult world that they will enter, which will often be of mixed Anglo and Mexican culture. Caldwell² supports this viewpoint in stating, "Our basic interest is not in studying about other nation-states. Our basic and inescapable need is to learn how to communicate with the peoples of other cultures. This problem begins right at home ...The American curriculum should pay more attention to the inner space of our own mixed national cultural heritage. Learning to understand and communicate with our own cultural minorities will help us to understand our neighbors around the world."

An important justification for establishing bicultural education studies is the fact that the role of the Mexican-American in the United States culture has been neglected. The meager literature that is available in school textbooks has often tended to depict Mexican-Americans in an uncomplimentary stereotype theme.³ The

¹Jack Forbes, "La Raza - brings much to the school," CTA Journal, October, 1969, pp. 15-18.

²Oliver Caldwell, "The Need for Intercultural Education In Our Universities," Phi Delta Kappan, 52:544-45, May, 1971.

³Arturo Cabrera, Emerging Faces The Mexican-Americans, (Sacramento: William O. Brown Publishers, 1971).

ultimate justification of federal, state and local subsidation of bicultural programs for the Mexican-American is that this aid will benefit all other Americans in the long run.⁴

The control variable of sex indicated significant variance in the (CTBS) language achievement subtest. This variance favored the female subjects at the .05 level of significance. The finding appears to be consistent with previous studies of Cardon,⁵ Peltier⁶ and McFarland,⁷ who compared male and female academic achievement.

Significant variances were found for the school attended control variable in the areas of total self-concept score and feelings toward nationality subtest of the self-concept. Subjects attending School "B" elementary school had significantly greater improvement in total self-concept measurement and in the self-concept subtest of feelings toward nationality.

Some probable reasons for this finding favoring School "B" subjects in self-concept areas might be the following: (1) the faculty and curriculum of School "B" may have been instrumental in causing the pupil's self-concept to be improved significantly, and (2) School "B" started a bilingual program in Spanish for primary school children that year and the director was a Mexican-American. The school had three Mexican-American teachers and a vice-principal of Mexican-American ancestry. The knowledge of having a bilingual program in the school and also the fact that several of the teachers and administrators of the school were of Mexican-American descent

⁴Hector Farias, Jr., "Mexican-American Values and Attitudes Toward Education," Phi Delta Kappan, 52:602, June, 1971.

⁵Bartell W. Cardon, "Sex Differences In School Achievement," The Elementary School Journal, 68:427-34, May, 1968.

⁶Gary Peltier, "Sex Differences In the School: Problem and Proposed Solution," Phi Delta Kappan, 50:182-85, November, 1968.

⁷William J. McFarland, "Are Girls Really Smarter," The Elementary School Journal, 70:14-19, October, 1968.

might have significantly impressed upon the subjects that Mexican-Americans could be successful. This contrasted with the situation at School "A", which did not have any Mexican-American teachers or administrators. The improved self-concept of School "B" subjects did not, however, produce significant academic achievement improvement. The investigator feels that this was due to the short period of time over which the study was conducted.

Conclusions From Two-Way Analyses of Covariance Research

The two-way analyses of covariance findings for treatments and birthplace indicated no significant variance; therefore, null hypothesis number four was accepted. It reads: "Foreign-born Mexican-American students will not have greater self-concept and/or academic achievement than the native-born because of group counseling treatment methods."

The control variable of birthplace produced a significant variance in the area of (CTBS) Arithmetic subtest. This finding favoring the foreign-born is consistent with Carter's⁸ studies.

II. RECOMMENDATIONS FOR FURTHER STUDY

The researcher believes that this investigation has demonstrated the need for further study in the areas of group counseling treatments in the bicultural education of elementary school Mexican-American pupils. Since there has been a scarcity of these studies conducted with elementary school Mexican-American subjects, it is hoped that the findings of this study will help interest others to conduct similar research. School districts and various branches of government have provided schools and researchers funds to

⁸Thomas P. Carter, Mexican-Americans In School: A History of Educational Neglect, (New York: College Entrance Examination Board, 1970).

develop educational programs to improve the learning of minority group pupils. However, guidance services in these programs can often mean the difference between success or failure. The main task is that of determining the effective ways in which counselors can work with minority group students. The following specific suggestions are felt by the investigator to be most important:

1. Research might be done in a similar manner of the present study with the exception of having more frequent sessions with each group every week and utilizing separate counselors at each school.

2. Longitudinal studies be conducted with similar treatments of the present study following the students through the high school years.

3. Other group counseling studies be made utilizing similar treatments of the present study and employing a Mexican-American counselor.

4. A follow-up study of the 134 subjects involved in the present study.

5. Individual classrooms of the subjects involved in the study should be studied in order to determine the types of programs or teachers which tend to promote growth in self-concept and academic achievement for Mexican-American subjects.

6. Investigations of the group counseling treatments of this current study in many elementary schools having Mexican-American subjects throughout California and the Southwest.

7. Research is needed to determine if planned meetings between parents and counselor might produce more significant results for the group counseling treatments.

8. Investigations of the feelings of the subjects involved in this study. What did the subjects in the different group counseling treatments sections think or feel was happening to them as a

result of the sessions?

9. Further research is needed in the area of comparing the achievement and self-concept of foreign-born and native-born Mexican-American students.

10. Studies comparing elementary school Mexican-American students with other white peers and other ethnic groups in all areas of academic achievement and self-concept are needed.

III. SUMMARY

The current study has attempted to answer certain questions concerning the effects of bicultural group counseling and traditional group counseling upon the academic achievement and self-concept of elementary school Mexican-American subjects in two selected schools. The investigator feels that the non-significant findings of the counseling treatments may be due to the following: 1) insufficient frequency of sessions, 2) the short period of time over which the treatments were conducted, and 3) the fact that the group counseling did not involve the total school program of the students.

Various suggestions and viewpoints concerning bicultural studies were given. It is hoped that this information will prove valuable for school districts planning educational programs for Mexican-American students. These school districts may profit from the findings of the study by realizing that bicultural studies should become an integral part of the school curriculum and that sufficient time and effort are required in order to make the program a success.

One finding of the study indicated that School "B" which happened to have a majority of non-Mexican-American students was in fact improving the self-concept of its Mexican-American pupils. Some reasons why this occurred may be due to the fact that School "B"

had a bilingual program and several of the teachers and administrators were of Mexican-American ancestry. Hopefully, the results of the above finding may encourage more Mexican-American students to become educators.

Many unanswered questions have been exposed by this investigation in group counseling of Mexican-American elementary school students. The total areas of the education and counseling of Mexican-American pupils indicates a lack of research, as evidenced by the limited number of reported studies. Hopefully, this study will be the beginning of numerous studies dealing with the bicultural education of elementary school Mexican-American students.

Additionally, this investigation has revealed a fairly positive correlation between Semantic Differential technique for measuring self-concept and for the Self-Esteem Inventory. This result may help school personnel and future investigators in the selection of a self-concept instrument to be used with elementary school Mexican-American students.

APPENDICES

APPENDIX A

DESCRIPTION OF ACTIVITY IN THE GROUP SESSIONS

Both schools provided the investigator a classroom in which to conduct the counseling meetings. The meetings usually lasted for forty to fifty minutes. At Jackson School (Stockton - School "A") the meetings were conducted in the pre-school room located in the basement of the school. The Garfield School (Redwood City - School "B") meetings were held in a classroom at a Catholic Church Sunday school building located next to Garfield.

At the meetings the members usually sat around a large table or placed their desks in a semicircle facing the investigator.

DATED SESSIONS

- | | |
|---------------------------|---|
| <u>December 7, 1970.</u> | First meeting of Bicultural Counseling Group (Redwood City). The meeting was spent in developing rapport between the counselor and students. Students were told that the meetings were to be held in order to help them do better in school. Various activities of future sessions were outlined briefly. |
| <u>December 9, 1970.</u> | First meeting of Bicultural Counseling Group (Stockton). The activities were similar in nature to the Redwood City meeting listed above. |
| <u>December 10, 1970.</u> | First meeting of Traditional Counseling Group (Stockton). Students were told the nature of the meeting and future meetings. Each member was asked to comment on any school adjustment or achievement problem that he had. |
| <u>December 11, 1970.</u> | First Traditional Group Counseling session (Redwood City). The activities were similar to the Stockton meeting of the previous day. |

- December 14, 1970. Bicultural group counseling (Redwood City). The pupils were furnished biographies of successful Mexican-Americans, including: Julian Nava, Edward Roybal, George Sanchez, Armando Rodriguez, Joseph Montoya and Tony Sierra. Discussions followed the oral reading of the biographies.
- December 16, 1970. Bicultural group counseling (Stockton) meeting. Same as December 14th meeting in Redwood City.
- December 17, 1970. Traditional Group counseling (Stockton). This session was devoted to the discussion of common school problems of the members.
- December 18, 1970. Traditional Group Counseling (Redwood City). Same as December 17th meeting in Stockton.
- January 4, 1971. Bicultural Counseling (Redwood City). The students orally read and discussed biographies of the following Mexican-Americans: Jim Plunkett, Lee Trevino, Judge Harold Medina, Pancho Gonzales, Robert Acosta, Tony Calderon and Raymon Carrasco.
- January 6, 1971. Stockton - Bicultural Counseling meeting was very similar to January 4th meeting in Redwood City.
- January 7, 1971. Traditional Counseling (Stockton) School adjustment and achievement problems of individual members were discussed. They were tutored in arithmetic and language.
- January 8, 1971. Redwood City Traditional Counseling session was held in the same manner as the Stockton meeting of January 7th.
- January 11, 1971. Bicultural Counseling (Redwood City). Biographies of previous weeks concerning successful Mexican-Americans were reviewed and discussed. Viewed filmstrip Mexican Heritage.
- January 13, 1971. Bicultural Counseling (Stockton). Activities were the same as Redwood City of January 11th.
- January 14, 1971. Traditional Group Counseling (Stockton). Study and listening skills were discussed and reviewed.
- January 15, 1971. Redwood City Traditional Group Counseling activities were the same as Stockton's January 14th.

- January 18, 1971. Bicultural Group Counseling (Redwood City). Reviewed last week's filmstrip on Mexican Heritage. Read and discussed biographies of Mexican-American leaders: Bert Corona, Louis Duarte, Caesar Chavez and Ernesto Galarza.
- January 20, 1971. Bicultural Group Counseling (Stockton) as per January 18th session of Redwood City.
- January 21, 1971. Traditional Group Counseling (Stockton). Reviewed and discussed study and listening skills. Individual members discussed ways and methods that they felt would help them improve in achievement.
- January 25, 1971. Bicultural Group Counseling (Redwood City). Reviewed various biographies of past sessions. The second half of the session was spent viewing and listening to La Raza Series filmstrip on Mexico of the Indians, accompanied with a record. This was followed with a review discussion.
- January 27, 1971. Bicultural Group Counseling (Stockton) as per Redwood City January 25th session.
- January 28, 1971. Traditional Group Counseling (Stockton). Discussed scholastic problems concerning individual members. Methods of improving achievement in Math and Reading were reviewed.
- January 29, 1971. Traditional Group Counseling (Redwood City) as per Stockton session on January 28th.
- February 1, 1971. Bicultural Group Counseling (Redwood City). Viewed and discussed movies: The Aztecs of Mexico and Mexican-American Heritage and Culture.
- February 3, 1971. Bicultural Group Counseling (Stockton) as per February 1st session in Redwood City.
- February 4, 1971. Traditional Group Counseling (Stockton) viewed and discussed movie, Getting Along With Others.
- February 5, 1971. Traditional Group Counseling (Redwood City) as per February meeting of Stockton.
- February 8, 1971. Bicultural Group Counseling (Redwood City) viewed and discussed movies: Mexico, Northern and Southern Regions and Mexico, Central and Gulf Coast.

- February 10, 1971. Bicultural Counseling (Stockton) as per February 8th session in Redwood City.
- February 11, 1971. Traditional Group Counseling (Stockton) viewed and discussed movies: Learning Through Cooperation and Preparing a Class Report.
- February 17, 1971. Bicultural Group Counseling (Stockton). Reviewed biographies of successful Mexican-Americans presented in earlier sessions and read new biographies concerning: Edmund Galindo, Eugene Galindo, Alex Garcia, Hector Garcia and Alfonso Gonzales.
- February 18, 1971. Traditional Group Counseling (Stockton). Discussed school adjustment problems and viewed the movie, Working With Others.
- February 19, 1971. Traditional Group Counseling (Redwood City). Viewed and discussed movies: Learning Through Cooperation and Working With Others.
- February 22, 1971. Bicultural Group Counseling (Redwood City). Reviewed biographies of successful Mexican-Americans presented in previous sessions during the first part of the meeting. During the second half of the session, the La Raza Series filmstrip with record, Twilight of the Gods was viewed and listened to.
- February 24, 1971. Bicultural Group Counseling (Stockton) as per Redwood City meeting of February 22nd.
- February 25, 1971. Traditional Group Counseling (Stockton). Discussed report card grades of each group member and reviewed learning skills of taking notes, outlining, study habits and proper attitudes in school.
- February 26, 1971. Traditional Group Counseling (Redwood City) as per February 25th meeting of Stockton. This group, in addition, viewed the movie, Preparing a Class Report.
- March 1, 1971. Bicultural Group Counseling (Redwood City). Reviewed biographies of successful Mexican-Americans: Edmund Galindo, Eugene Galindo, Alex Garcia, Hector Garcia and Alfonso Gonzales. Report card grades were reviewed and discussed.

- March 3, 1971 Bicultural Group Counseling (Stockton). Reviewed report card grades and viewed two movies: Mexican Hacienda and Tina a Girl From Mexico.
- March 4, 1971. Traditional Group Counseling (Stockton) viewed movies: Yours, Mine and Ours and Going To School Is Your Job.
- March 5, 1971 Traditional Group Counseling (Redwood City) as per Stockton session of March 4th.
- March 8, 1971. Bicultural Group Counseling (Redwood City) as per Stockton session of March 4th.
- March 10, 1971. Bicultural Group Counseling (Stockton). Viewed and discussed movies: Arts and Crafts of Mexico, Parts I & II.
- March 11, 1971. Traditional Group Counseling (Stockton). Discussed school adjustment and personal problems of each member.
- March 12, 1971. Traditional Group Counseling (Redwood City) as per Stockton meeting of March 11th.
- March 15, 1971. Bicultural Group Counseling (Redwood City). Guest speakers: Ruben Lopez, Director of the High School Equivalency Program and three Mexican-American students in the program. The speakers, two males and two females, discussed their problems in dropping out of school and the importance of staying in school and getting good grades.
- March 17, 1971. Bicultural Group Counseling (Stockton) same speakers and similar discussions as the Redwood City meeting of March 15th.
- March 18, 1971. Traditional Group Counseling (Stockton). Reviewed study skills and methods of improving achievement in various subject areas, such as arithmetic, language and reading.
- March 19, 1971. Traditional Group Counseling (Redwood City) as per Stockton meeting of March 18th.

- March 22, 1971. Bicultural Group Counseling (Redwood City). Reviewed and discussed talks of previous week's speakers. Viewed and listened to filmstrip La Raza Series with record: The Pioneer Heritage of Mexican-Americans in the Southwestern United States.
- March 24, 1971. Bicultural Group Counseling (Stockton) as per Redwood City meeting of March 22nd.
- March 25, 1971. Traditional Group Counseling (Stockton). Discussed individual school adjustment and scholastic achievement problems.
- March 26, 1971. Traditional Group Counseling (Redwood City) as per Stockton meeting of March 25th.
- March 29, 1971. Bicultural Group Counseling (Redwood City). Reviewed previous week's La Raza filmstrip and viewed a new La Raza filmstrip, The Far Frontier, and listened to the record accompanying it.
- March 31, 1971. Bicultural Group Counseling (Stockton). Sergeant Benitez, Mexican-American police officer from the San Joaquin Sheriff's Department spoke to the pupils. Law enforcement and minority groups' situation with the law were discussed. Also discussed were drug abuse and the importance of obtaining a good education.
- April 1, 1971. Traditional Group Counseling (Stockton). Reviewed test-taking techniques and study skills.
- April 2, 1971. Traditional Group Counseling (Redwood City) as per Stockton session of April 1st.
- April 12, 1971. Bicultural Group Counseling (Redwood City). Guest speakers were Mexican-American educators. Albert Moreno, Vice-Principal of the school and Daniel Trujillo, Bilingual Coordinator of the school, spoke to the pupils. The speakers discussed how they became successful and that each and everyone of the students could be a success if they worked hard and got a good education.
- April 14, 1971. Bicultural Group Counseling (Stockton). Reviewed filmstrip of the Mexican-American Pioneers of the Southwest. Viewed filmstrip The Far Frontier (La Raza) series accompanied with a record.

- April 15, 1971. Traditional Group Counseling (Stockton). Discussed individual problems pertaining to school adjustment.
- April 16, 1971. Traditional Group Counseling (Redwood City) as per Stockton meeting of April 15th.
- April 19, 1971. Bicultural Group Counseling (Redwood City). Guest speakers, Ruben Lopez, Director of the High School Equivalency Program, returned with three new Mexican-American students to discuss the program and the importance of school. The pupils had requested that he return to speak to them. Rebecca Rector, a Mexican-American college student from the University of the Pacific, also spoke to the students about her background and the importance of school. The last five minutes of the period were spent in discussing the procedures of the next week's upcoming fieldtrip to Mission San Juan Bautista.
- April 21, 1971. Bicultural Group Counseling (Stockton). The same guest speakers as the April 19th meeting in Redwood City spoke.
- April 22, 1971. Traditional Group Counseling (Stockton). The pupils were tutored on the mathematics procedures of multiplication and division. (Most members of the group had requested this tutoring.)
- April 23, 1971. Traditional Group Counseling (Redwood City). Study skills were reviewed and discussed.
- April 26, 1971. Bicultural Group Counseling (Redwood City). The whole group and the counselor took a fieldtrip to Mission San Juan Bautista in Hollister to visit the mission, museum, park and viewed the artifacts of the early Mexican-Americans, Spaniards and Indians. The fieldtrip, including bus-traveling time, lasted for approximately eight hours.
- April 28, 1971. Bicultural Group Counseling (Stockton). Discussed Missions of California in preparation for the upcoming fieldtrip of the following week. Guest speakers: Rebecca Rector and San Juan Marquez, Mexican-American college students from the University of the Pacific, spoke on ethnic pride and the necessity of getting a good education.

- April 29, 1971. Traditional Group Counseling (Stockton). Reviewed and discussed report card grades.
- April 30, 1971. Traditional Group Counseling (Redwood City) as per Stockton meeting of the April 29th.
- May 3, 1971. Bicultural Group Counseling (Redwood City). Guest speaker, Caesar Munoz Plaza, Mexican-American director of the district's ethnic studies program, spoke to the pupils about their ethnic identity and the importance of achievement in school.
- May 5, 1971. Bicultural Group Counseling (Stockton). This group took the same fieldtrip as the Redwood City group did on April 26th.
- May 6, 1971. Traditional Group Counseling (Stockton). Discussed procedures for the fieldtrip to San Francisco for the following week.
- May 7, 1971. Traditional Group Counseling (Redwood City) as per Stockton meeting of May 6th.
- May 10, 1971. Bicultural Group Counseling (Redwood City). Reviewed biographies, filmstrips and movies that were a part of the counseling sessions. Discussions also involved planning a party for the final meeting, which would take place the following week.
- May 12, 1971. Bicultural Group Counseling (Stockton). The final meeting consisted of a short review of the counseling program, which was then followed by a party at which refreshments were served.
- May 13, 1971. Traditional Group Counseling (Stockton). The group with the counselor and several parents took a fieldtrip to San Francisco to visit the planetarium, museums and the zoo. A picnic party was held in the park. This was the final meeting for the group.
- May 14, 1971. Traditional Group Counseling (Redwood City) as per fieldtrip of the Stockton group of May 13th.
- May 17, 1971. Bicultural Group Counseling (Redwood City). Final meeting. A short film, Mexican-American Culture and Desire was viewed. The counseling program was then briefly reviewed, which was then followed by a party.
- May 21, 1971. Traditional Group Counseling (Redwood City). At the final meeting a review of the fieldtrip and counseling program was held. A party followed.

APPENDIX B

NAME _____

The purpose of the word lists is to find out how you feel about certain people or things. The two words on each line have opposite meanings. Your first job is to choose the word that best gives your feelings about the person or thing listed and underlined at the top of the lists. If your feelings are strong, place a check (✓) in space one next to that word. If your feelings are only average, place your check in space two of that word. If your feelings are not described by the two words on the line, check space three under the Neutral column. Record your first feeling, but do not be careless. Work quickly and place only one check on a single line. For this page, follow the above directions to describe your feelings about School.

SCHOOL

	(Strong)	(Average)	(Neutral)		(Strong)	(Average)
1. <u>good</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>bad</u>	<u>1</u>	<u>2</u>
2. <u>likeable</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not likeable</u>	<u>1</u>	<u>2</u>
3. <u>unattractive</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>attractive</u>	<u>1</u>	<u>2</u>
4. <u>pleasant</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not pleasant</u>	<u>1</u>	<u>2</u>
5. <u>interesting</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>boring</u>	<u>1</u>	<u>2</u>
6. <u>wrong</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>right</u>	<u>1</u>	<u>2</u>
7. <u>necessary</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not necessary</u>	<u>1</u>	<u>2</u>
8. <u>difficult</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>easy</u>	<u>1</u>	<u>2</u>
9. <u>dirty</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>clean</u>	<u>1</u>	<u>2</u>
10. <u>bright</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>dark</u>	<u>1</u>	<u>2</u>
11. <u>not friendly</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>friendly</u>	<u>1</u>	<u>2</u>

SCHOOL Test (cont.)

	SCHOOL				(Strong) (Average)	
	(Strong)	(Average)	(Neutral)		(Strong)	(Average)
12. <u>happy</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>sad</u>	<u>1</u>	<u>2</u>
13. <u>unfair</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>fair</u>	<u>1</u>	<u>2</u>
14. <u>valuable</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not valuable</u>	<u>1</u>	<u>2</u>
15. <u>understanding</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not understanding</u>	<u>1</u>	<u>2</u>
16. <u>prejudiced</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not prejudiced</u>	<u>1</u>	<u>2</u>
17. <u>comfortable</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not comfortable</u>	<u>1</u>	<u>2</u>
18. <u>kind</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>mean</u>	<u>1</u>	<u>2</u>
19. <u>superior</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>inferior</u>	<u>1</u>	<u>2</u>
20. <u>selfish</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not selfish</u>	<u>1</u>	<u>2</u>
21. <u>important</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not important</u>	<u>1</u>	<u>2</u>
22. <u>honest</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not honest</u>	<u>1</u>	<u>2</u>
23. <u>clear</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>hazy</u>	<u>1</u>	<u>2</u>
24. <u>dependable</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not dependable</u>	<u>1</u>	<u>2</u>
25. <u>painful</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>pleasurable</u>	<u>1</u>	<u>2</u>

On this page follow the directions given on page one; however, this time describe the feelings you have toward yourself.

MYSELF

	(Strong) (Average) (Neutral)				(Strong) (Average)	
1. <u>good</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>bad</u>	<u>1</u>	<u>2</u>
2. <u>weak</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>strong</u>	<u>1</u>	<u>2</u>
3. <u>stupid</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>smart</u>	<u>1</u>	<u>2</u>
4. <u>not pleasant</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>pleasant</u>	<u>1</u>	<u>2</u>
5. <u>nervous</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not nervous</u>	<u>1</u>	<u>2</u>
6. <u>beautiful</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>ugly</u>	<u>1</u>	<u>2</u>
7. <u>not honest</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>honest</u>	<u>1</u>	<u>2</u>
8. <u>selfish</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not selfish</u>	<u>1</u>	<u>2</u>
9. <u>not likeable</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>likeable</u>	<u>1</u>	<u>2</u>
10. <u>hard worker</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>lazy</u>	<u>1</u>	<u>2</u>
11. <u>peaceful</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>warlike</u>	<u>1</u>	<u>2</u>
12. <u>sickly</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>healthy</u>	<u>1</u>	<u>2</u>
13. <u>brave</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>afraid</u>	<u>1</u>	<u>2</u>
14. <u>unfair</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>fair</u>	<u>1</u>	<u>2</u>
15. <u>successful</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>failure</u>	<u>1</u>	<u>2</u>

MYSELF Test (cont.)

	<u>MYSELF</u>					
	(Strong)	(Average)	(Neutral)		(Strong)	(Average)
16. <u>superior</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>inferior</u>	<u>1</u>	<u>2</u>
17. <u>dirty</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>clean</u>	<u>1</u>	<u>2</u>
18. <u>distrustful</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>trustworthy</u>	<u>1</u>	<u>2</u>
19. <u>happy</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>sad</u>	<u>1</u>	<u>2</u>
20. <u>kind</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>mean</u>	<u>1</u>	<u>2</u>
21. <u>helpful</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not helpful</u>	<u>1</u>	<u>2</u>
22. <u>not friendly</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>friendly</u>	<u>1</u>	<u>2</u>
23. <u>prejudiced</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not prejudiced</u>	<u>1</u>	<u>2</u>
24. <u>not important</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>important</u>	<u>1</u>	<u>2</u>
25. <u>good student</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>poor student</u>	<u>1</u>	<u>2</u>

For this page continue following the same directions; however, this time describe the feelings you have about your nationality.

	<u>MY NATIONALITY</u>					
	(Strong)	(Average)	(Neutral)		(Strong)	(Average)
1. <u>good</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>bad</u>	<u>1</u>	<u>2</u>
2. <u>smart</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>stupid</u>	<u>1</u>	<u>2</u>
3. <u>beautiful</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>ugly</u>	<u>1</u>	<u>2</u>
4. <u>lazy</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>hard workers</u>	<u>1</u>	<u>2</u>
5. <u>honest</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not honest</u>	<u>1</u>	<u>2</u>
6. <u>clean</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>dirty</u>	<u>1</u>	<u>2</u>
7. <u>successful</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>failure</u>	<u>1</u>	<u>2</u>
8. <u>inferior</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>superior</u>	<u>1</u>	<u>2</u>
9. <u>selfish</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not selfish</u>	<u>1</u>	<u>2</u>
10. <u>not likeable</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>likeable</u>	<u>1</u>	<u>2</u>
11. <u>nervous</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not nervous</u>	<u>1</u>	<u>2</u>
12. <u>not important</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>important</u>	<u>1</u>	<u>2</u>
13. <u>distrustful</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>trustworthy</u>	<u>1</u>	<u>2</u>
14. <u>not helpful</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>helpful</u>	<u>1</u>	<u>2</u>

MY NATIONALITY TEST (cont.)

<u>MY NATIONALITY</u>					
(Strong)	(Average)	(Neutral)		(Strong)	(Average)
15. <u>not friendly</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>friendly</u>	<u>1</u> <u>2</u>
16. <u>strong</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>weak</u>	<u>1</u> <u>2</u>
17. <u>kind</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>mean</u>	<u>1</u> <u>2</u>
18. <u>not pleasant</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>pleasant</u>	<u>1</u> <u>2</u>
19. <u>brave</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>afraid</u>	<u>1</u> <u>2</u>
20. <u>happy</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>sad</u>	<u>1</u> <u>2</u>
21. <u>prejudiced</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not prejudiced</u>	<u>1</u> <u>2</u>
22. <u>good students</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>poor students</u>	<u>1</u> <u>2</u>
23. <u>peaceful</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>warlike</u>	<u>1</u> <u>2</u>
24. <u>fair</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>unfair</u>	<u>1</u> <u>2</u>
25. <u>sickly</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>healthy</u>	<u>1</u> <u>2</u>

For this page continue following the same directions; however, this time describe the feelings you have toward most teachers.

MOST TEACHERS

	(Strong)	(Average)	(Neutral)		(Strong)	(Average)
1. <u>good</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>bad</u>	<u>1</u>	<u>2</u>
2. <u>smart</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>stupid</u>	<u>1</u>	<u>2</u>
3. <u>not fair</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>fair</u>	<u>1</u>	<u>2</u>
4. <u>not honest</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>honest</u>	<u>1</u>	<u>2</u>
5. <u>hazy</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>clear</u>	<u>1</u>	<u>2</u>
6. <u>brave</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>afraid</u>	<u>1</u>	<u>2</u>
7. <u>happy</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>sad</u>	<u>1</u>	<u>2</u>
8. <u>kind</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>mean</u>	<u>1</u>	<u>2</u>
9. <u>necessary</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not necessary</u>	<u>1</u>	<u>2</u>
10. <u>nervous</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not nervous</u>	<u>1</u>	<u>2</u>
11. <u>weak</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>strong</u>	<u>1</u>	<u>2</u>
12. <u>successful</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>failure</u>	<u>1</u>	<u>2</u>
13. <u>lazy</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>hard workers</u>	<u>1</u>	<u>2</u>
14. <u>selfish</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not selfish</u>	<u>1</u>	<u>2</u>

MOST TEACHERS Test (cont.)

MOST TEACHERS					
(Strong) (Average) (Neutral)			(Strong) (Average)		
15. <u>not friendly</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>friendly</u>	<u>1</u> <u>2</u>
16. <u>not likable</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>likable</u>	<u>1</u> <u>2</u>
17. <u>interesting</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>boring</u>	<u>1</u> <u>2</u>
18. <u>not helpful</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>helpful</u>	<u>1</u> <u>2</u>
19. <u>warlike</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>peaceful</u>	<u>1</u> <u>2</u>
20. <u>distrustful</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>trustworthy</u>	<u>1</u> <u>2</u>
21. <u>not pleasant</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>pleasant</u>	<u>1</u> <u>2</u>
22. <u>troublemakers</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not troublesome</u>	<u>1</u> <u>2</u>
23. <u>not democratic</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>democratic</u>	<u>1</u> <u>2</u>
24. <u>prejudiced</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>not prejudiced</u>	<u>1</u> <u>2</u>
25. <u>not understanding</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>understanding</u>	<u>1</u> <u>2</u>

APPENDIX D

TABLES FOR MEAN CHANGE SCORES OF THE NON-SIGNIFICANT FINDINGS IN THIS STUDY

TABLE XXIV

MEAN CHANGE IN SCORES OF (CTBS) ACHIEVEMENT TEST TOTAL
BY SCHOOL

	School "A"	School "B"
Pretest	136.747	124.417
Posttest	151.653	137.979
Total change	+14.906	+13.562
School "A" N = 65		
School "B" N = 69		
	Total N 134	

TABLE XXV

MEAN CHANGE IN SCORES OF (CTBS) ACHIEVEMENT TEST TOTAL
BY SEX

	Males	Females
Pretest	130.367	130.797
Posttest	140.948	148.684
Total change	+10.581	+17.887
Males N = 67		
Females N = 67		
Total N = 134		

TABLE XXVI

MEAN CHANGE IN SCORES OF (CTBS) ACHIEVEMENT TEST TOTAL
BY TREATMENT

	(Bicultural Group Counselor)	(Traditional Group Counseling)	(Control)
Pretest	129.166	127.778	134.785
Posttest	146.502	142.664	145.283
Total change	+ 17.336	+ 14.886	+ 10.498
Bicultural	N = 43		
Traditional	N = 43		
Control	N = 48		
Total	N = 134		

TABLE XXVII

MEAN CHANGE IN SCORES OF (CTBS) READING SUBTEST
BY SCHOOL

	School "A"	School "B"
Pretest	41.24	37.90
Post-test	43.37	38.39
Total change	+ 2.13	+ .49
School "B"	= 69	
School "A"	= 65	
Total number	= 134	

TABLE XXVIII
MEAN CHANGE IN SCORES OF (CTBS) READING SUBTEST
BY TREATMENT

	Males	Females
Pretest	38.86	40.77
Posttest	39.62	41.64
Total change	+ .76	+ .87
Males	N = 67	
Females	N = 67	
Total	N = 134	

TABLE XXIX
MEAN CHANGE IN SCORES OF (CTBS) READING SUBTEST
BY TREATMENT

	(Bicultural Group Counseling)	(Traditional Group Counseling)	(Control)
Pretest	39.71	38.40	41.34
Posttest	41.28	40.63	39.99
Total change	+ 1.57	+ 2.13	- 1.35
Bicultural	N = 43		
Traditional	N = 43		
Control	N = 48		
Total	N = 134		

TABLE XXX
MEAN CHANGE IN SCORES OF (CTBS) LANGUAGE SUBTEST
BY SCHOOL

	School "A"	School "B"
Pretest	41.18	37.60
Posttest	45.64	45.28
Total change	+ 4.46	+ 7.58
School "B"	N = 69	
School "A"	N = 65	
Total	N = 134	

TABLE XXI
MEAN CHANGE IN SCORES OF (CTBS) LANGUAGE SUBTEST
BY TREATMENT

	(Bicultural Group Counseling)	(Traditional Group Counseling)	(Control)
Pretest	39.82	38.07	40.40
Posttest	46.82	44.57	44.99
Total change	+ 7.00	+ 6.50	+ 4.59
Bicultural	N = 43		
Traditional	N = 43		
Control	N = 48		
Total	N = 134		

TABLE XXXII
MEAN CHANGE IN SCORES (CTBS) ARITHMETIC SUBTEST
BY SCHOOL

	School "A"	School "B"
Pretest	55.24	48.50
Posttest	62.65	54.64
Total change	+ 7.41	+ 6.14
School "B"	N = 69	
School "A"	N = 65	
Total	N = 134	

TABLE XXXIII
MEAN CHANGE IN SCORES (CTBS) ARITHMETIC SUBTEST
BY SEX

	Males	Females
Pretest	54.64	50.45
Posttest	64.92	59.05
Total change	+ 10.28	+ 8.60
Males	N = 67	
Females	N = 67	
Total	N = 134	

TABLE XXXIV
MEAN CHANGE IN SCORES (CTBS) ARITHMETIC SUBTEST
BY TREATMENT

	(Bicultural Group Counseling)	(Traditional Group Counseling)	(Control)
Pretest	51.09	51.08	53.16
Posttest	58.59	57.61	59.98
Total change	+ 7.50	+ 6.53	+ 6.82
Bicultural	N = 43		
Traditional	N = 43		
Control	N = 48		
Total	N = 134		

TABLE XXXV
MEAN CHANGE IN SCORES OF TOTAL SELF-CONCEPT MEASUREMENT
BY SEX

	Males	Females
Pretest	366.459	377.957
Posttest	380.894	392.278
Total change	+ 14.435	+ 14.321
Males	N = 67	
Females	N = 67	
Total	N = 134	

TABLE XXXVI

MEAN CHANGE IN SCORES TOTAL SELF-CONCEPT MEASUREMENT
BY TREATMENT

	(Bicultural Group Counseling)	(Traditional Group Counseling)	(Control)
Pretest	384.189	367.164	362.773
Posttest	389.939	386.186	383.633
Total change	+ 5.750	+ 19.022	+ 20.860
Bicultural	N = 43		
Traditional	N = 48		
Total	N = 134		

TABLE XXXVII

MEAN CHANGE IN SCORES OF THE NATIONALITY SUBTEST OF SELF-CONCEPT
BY SEX

	Males	Females
Pretest	91.76	98.52
Posttest	102.15	102.48
Total change	+ 10.39	+ 3.96
Males	N 67	
Females	N 67	
Total	N 134	

TABLE XXXVIII

MEAN CHANGE IN SCORES OF THE NATIONALITY SUBTEST FOR SELF-CONCEPT
BY TREATMENT

	(Bicultural Group Counseling)	(Traditional Group Counseling)	(Control)
Pretest	98.16	92.02	94.98
Posttest	102.73	100.49	103.72
Total change	+ 6.57	+ 8.47	+ 8.74
Bicultural	N = 43		
Traditional	N = 43		
Control	N = 48		
Total	N = 134		

TABLE XXXIX

MEAN CHANGE IN GRADE POINT AVERAGE
BY BIRTHPLACE

(School "B" only)

	Foreign-born	Native-born
Pretest	2.03	2.32
Posttest	2.16	2.33
Total change	+ .13	+ .10
Foreign-born	N = 31	
Native-born	N = 38	
Total	N = 69	

TABLE XL
MEAN CHANGE IN GRADE POINT AVERAGE BY
BIRTHPLACE AND TREATMENT

NATIVE-BORN

	(Bicultural Group Counseling)	(Traditional Group Counseling)	(Control)
Pretest	2.29	2.55	2.12
Posttest	2.30	2.61	2.18
Total change	+ .01	+ .06	- .04
<u>FOREIGN-BORN</u>			
Pretest	1.95	2.17	1.97
Posttest	2.16	2.34	2.08
Total change	+ .21	+ .17	+ .11

Native-born N = 38
Foreign-born N = 31
Total N = 69

TABLE XLI
MEAN CHANGE IN TOTAL (CTBS) ACHIEVEMENT
BY BIRTHPLACE

	Foreign-born	Native-born
Pretest	122.335	126.649
Posttest	140.776	135.756
Total change	+ 18.441	+ 9.107
Foreign-born	N = 31	
Native-born	N = 38	
Total	N = 69	

TABLE XLII
MEAN CHANGE IN TOTAL (CTBS) ACHIEVEMENT
BY BIRTHPLACE AND TREATMENT

<u>NATIVE-BORN</u>			
	(Bicultural group Counseling)	(Traditional group Counseling)	(Control)
Pretest	131.846	113.769	134.333
Posttest	145.077	127.692	134.500
Total change	+ 13.231	+ 15.923	+ .127
<u>FOREIGN-BORN</u>			
	(Bicultural group Counseling)	(Traditional group Counseling)	(Control)
Pretest	116.111	122.250	128.642
Posttest	141.222	134.750	146.357
Total change	+ 25.111	+ 12.500	+ 17.714
Native-born	N = 38		
Foreign-born	N = 31		
Total	N = 69		

TABLE XLIII
MEAN CHANGE IN READING (CTBS) SUBTEST
BY BIRTHPLACE

	Foreign-born	Native-born
Pretest	37.66	39.24
Posttest	38.18	37.37
Total change	+ .52	- 1.87
Foreign-born	N = 31	
Native-born	N = 38	
Total	N = 69	

TABLE XLIV
MEAN CHANGE IN READING (CTBS) SUBTEST
BY BIRTHPLACE AND TREATMENT

	NATIVE-BORN		
	(Bicultural group Counseling)	(Traditional group Counseling)	(Control)
Pretest	40.69	34.69	42.33
Posttest	41.85	36.08	34.17
Total change	+ 1.16	+ 1.39	- 8.16
	FOREIGN-BORN		
Pretest	35.11	38.88	39.00
Posttest	40.56	34.63	39.35
Total change	+ 5.45	- 4.25	+ .36
Foreign-born	N = 31		
Native-born	N = 38		
Total	N = 69		

TABLE XLV
MEAN CHANGE IN (CTBS) LANGUAGE SUBTEST
BY BIRTHPLACE

	Foreign-born	Native-born
Pretest	36.09	38.89
Posttest	44.14	46.23
Total change	+ 8.05	+ 7.34
Foreign-born	N = 31	
Native-born	N = 38	
Total	N = 69	

TABLE XLVI
MEAN CHANGE IN (CTBS) LANGUAGE SUBTEST
BY BIRTHPLACE AND TREATMENT

	NATIVE-BORN		
	(Bicultural group Counseling)	(Traditional group Counseling)	(Control)
Pretest	43.15	33.69	39.92
Posttest	51.39	43.54	43.75
Total change	+ 8.24	+ 9.85	+ 3.83
	FOREIGN-BORN		
	(Bicultural group Counseling)	(Traditional group counseling)	(Control)
Pretest	35.67	35.25	37.38
Posttest	46.89	42.38	43.14
Total change	+ 11.22	+ 7.13	+ 3.76
Foreign-born	N = 31		
Native-born	N = 38		
Total	N = 69		

TABLE XLVII
MEAN CHANGE IN ARITHMETIC (CTBS) SUBTEST
BY BIRTHPLACE AND TREATMENT

NATIVE-BORN			
	(Bicultural group Counseling)	(Traditional group Counseling)	(Control)
Pretest	48.00	45.39	52.08
Posttest	51.85	48.08	55.83
Total change	+3.85	+ 2.69	+ 3.75

FOREIGN-BORN			
Pretest	45.67	48.13	52.43
Posttest	54.11	57.75	63.36
Total change	+8.44	+ 9.62	+10.93
Foreign-born	N = 31		
Native-born	N = 38		
Total	N = 69		

TABLE XLVIII
MEAN CHANGE IN TOTAL SELF-CONCEPT
BY BIRTHPLACE

	Foreign-born	Native-born
Pretest	373.222	380.865
Posttest	398.576	405.641
Total change	+ 25.354	+ 24.776
Foreign-born	N = 31	
Native-born	N = 38	
Total	N = 69	

TABLE XLIX
MEAN CHANGE IN TOTAL SELF-CONCEPT
BY BIRTHPLACE AND TREATMENT

	(Bicultural group Counseling)	NATIVE-BORN (Traditional group Counseling)	(Control)
Pretest	405.846	385.000	351.750
Posttest	417.539	408.385	391.000
Total change	+11.693	+23.385	+39.250
	FOREIGN-BORN		
Pretest	377.667	367.000	375.000
Posttest	393.889	399.125	402.714
Total change	+16.222	+22.125	+27.714

TABLE L
MEAN CHANGE IN THE NATIONALITY SUBTEST OF SELF-CONCEPT
BY BIRTHPLACE

	Foreign-born	Native-born
Pretest	93.92	98.55
Posttest	105.41	108.37
Total change	+11.49	+9.82
Foreign-born	N = 31	
Native-born	N = 38	
Total	N = 69	

TABLE LI
MEAN CHANGE IN THE NATIONALITY SUBTEST OF SELF-CONCEPT
BY BIRTHPLACE AND TREATMENT

NATIVE-BORN			
	(Bicultural group Counseling)	(Traditional group Counseling)	(Control)
Pretest	101.85	95.46	98.33
Posttest	108.08	110.54	106.50
Total change	+ 6.23	+15.08	+ 8.17
FOREIGN-BORN			
Pretest	95.22	96.25	90.29
Posttest	107.22	103.50	105.50
Total change	+ 12.00	+ 7.25	+ 15.21
Foreign-born	N = 31		
Native-born	N = 38		
Total	N = 69		

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